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AUTHOR Russell, Alene Bycer; Ruppert, Sandra S.
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ABSTRACT

This compendium describes nearly 100 national, regional, and state resources, including data sources, initiatives, Web sites, studies, and reports related to teacher mobility. It offers policymakers, researchers, and educators information and approaches to guide research and focus policy discussions on particular aspects of teacher mobility. Topics covered include: general resources; teacher supply and demand; compensation; hiring and recruitment; licensure requirements and credential reciprocity; and pension portability. The compendium highlights the wealth of information on each issue and also sheds light on gaps between what studies suggest will make the profession more attractive and actual policies and practices at the state and local levels. The three indexes include: organization/agency/state index, alphabetical index of resources, and keyword index. (SM)

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COMPENDIUM OF RESOURCES ON TEACHER MOBILITY

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SHEEO

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NCREL

The North Central Regional Educational Laboratory (NCREL) is a not-for-profit organization dedicated to helping schools—and the children they serve—reach their full potential. One of ten regional educational laboratories, NCREL serves a seven-state region of the Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

NCREL's vision is for effective educational systems in which all students are successful learners. Our mission is to improve the performance of all parts and levels of the K-12 educational system from the classroom to the state by:

- Making research-based knowledge useful to and usable by educators, policymakers, and the wider community.
- Integrating research, policy, and practice around issues of transforming schools into high-performing learning communities.
- Providing regional and national leadership in applying technology to improve student learning.

COMPENDIUM OF RESOURCES ON TEACHER MOBILITY

Alene Bycer Russell
*State Higher Education
Executive Officers*



Sandra S. Ruppert
*Educational Systems
Research*

February 2001

A Report of the SHEEO Project
*Enhancing the Teaching Profession:
The Importance of Mobility to
Recruitment and Retention*

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The *Compendium of Resources on Teacher Mobility* is a product of the SHEEO project ***Enhancing the Teaching Profession: The Importance of Mobility to Recruitment and Retention***, supported under a grant by the Ford Foundation.

This document is available electronically on the SHEEO web site at www.sheeo.org. Printed copies are available for \$20, including postage, from the SHEEO office. The complete package of project documents, including the compendium and series of three strategy briefs, is available for \$30. SHEEO provides a 30 percent discount for orders of 10 or more of one publication. Orders must be prepaid or accompanied by a purchase order. Credit cards are not accepted.

State Higher Education Executive Officers
707 Seventeenth Street, Suite 2700
Denver, CO 80202-3427

Telephone: 303-299-3686
Fax: 303-296-8332
E-mail: sheeo@sheeo.org

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Foreword

Recent research has demonstrated that student learning depends most of all on the knowledge and skills of classroom teachers. While national studies project a need for 2.2 million new teachers over the next 10 years, supply and demand data also show that the current distribution of teachers is uneven with critical shortages appearing in urban and rural districts and specific subject areas. In view of increased expectations for quality teachers and demands for more teachers, it is vitally important that public policies make teaching a more attractive profession. Every child in every school should have the opportunity to learn from a well-qualified teacher.

Despite the compelling nature of this situation, a review of established policies and countless anecdotes indicates that state and local employment and benefits policies often work against this priority. They restrict employment opportunities for experienced teachers and pose formidable barriers to new recruits.

Veteran teachers are discouraged from seeking teaching opportunities in other districts or states by the lack of reciprocity in licensing, restrictions on pension portability, and the unwillingness or inability of most districts to pay teachers for accrued experience. Such barriers create problems for experienced teachers whose families relocate or who wish to take advantage of market opportunities. As a result, many good teachers leave the profession prematurely. Similarly, many talented individuals are discouraged from considering teaching as a career. This applies both to college students preparing to start their careers and to the many skilled individuals looking for mid-career changes.

Enhancing the Teaching Profession: The Importance of Mobility to Recruitment and Retention, a two-year project sponsored by the State Higher Education Executive Officers (SHEEO) and funded by the Ford Foundation, seeks to promote the recruitment and retention of accomplished teachers by facilitating their mobility across districts and states. The project is based on the premise that the quality of the teaching profession will be enhanced by: (1) licensing policies that focus on capability, not locally idiosyncratic regulation, and (2) personnel policies that give teachers the freedom of movement enjoyed by other high-status professions. It has produced a series of publications that identify resources and analyze the policies and initiatives that affect employment opportunities for new and veteran teachers.

Resource Compendium

The *Compendium of Resources on Teacher Mobility* describes nearly 100 national, regional, and state resources, including data sources, initiatives, web sites, studies, and reports related to teacher mobility. The topics covered include: teacher supply and demand, compensation, hiring and recruitment, licensure requirements and credential reciprocity, pension portability, and general resources. The *Compendium* highlights the wealth of quality information available on each of these issues, but also sheds light on gaps between what studies suggest will make the profession more attractive and actual policies and practices at state and local levels. Co-published by SHEEO and the North Central Regional Education Laboratory (NCREL), the *Compendium* was developed by Alene Bycer Russell and Sandra S. Ruppert, with assistance from Rhett Detrich.

Strategy Brief Series on Teacher Mobility

A strategy brief series was developed and co-published by SHEEO, the National Conference of State Legislatures (NCSL), and the National Governors Association (NGA). The briefs provide reviews of current state policies and initiatives in three areas: recruitment and hiring, license reciprocity, and pension portability. The three documents analyze states' interests and goals in achieving a high quality teacher workforce and identify specific strategies targeting these goals. These studies indicate that policies that enhance teacher mobility also help to keep good teachers in the profession and provide greater opportunities to recruit teachers to schools where they are in greatest need.

Teacher Recruitment: Staffing Classrooms with Quality Teachers by Eric Hirsch of the National Conference of State Legislatures identifies current strategies developed by states to recruit and hire quality teachers. The strategy brief describes innovative efforts to attract students and mid-career professionals to the teaching profession, as well as incentives to lure well-qualified and experienced teachers to hard-to-staff schools and subject areas where teachers are in short supply. The author offers several suggestions for strengthening the recruitment of high quality teachers, including better collection and analysis of teacher supply and demand data, integration of recruitment initiatives into comprehensive strategies to address teacher quality, and evaluation and modification of recruitment policies based on effective practices.

Solving Teacher Shortages through License Reciprocity by Bridget Curran, Camille Abrahams, and Theresa Clarke of the National Governors Association Center for Best Practices examines state teacher licensure requirements and the extent to which there is reciprocity of these credentials across state lines. For policymakers and education leaders interested in facilitating the portability of teacher licenses, the authors offer suggestions for ensuring that only qualified teachers are working in schools and for creating incentives that will facilitate the recruitment and hiring of experienced teachers in communities where there is critical need and high demand.

Improving Pension Portability for K-12 Teachers by Sandra S. Ruppert of Educational Systems Research provides an overview of key concepts related to pension portability. The study examines major types of pension plans, the current status of plans covering K-12 educators, and recent state actions to improve pension portability for teaching professionals. In addition to a glossary of terms, the brief offers suggestions to help state leaders ensure fair and open processes for modernizing retirement systems for a changing teacher workforce.

The resource compendium and the strategy briefs offer policymakers, researchers, and educators information and approaches to guide research and focus policy discussions on particular aspects of teacher mobility. Together, these documents provide a wide range of policy tools and options to enable state education leaders and policymakers to enhance the recruitment and retention of high quality teachers across the country. We hope they are helpful to your work and, on behalf of our organizations, we welcome opportunities to work with you to accomplish your goals.

Esther M. Rodriguez
Associate Executive Director
SHEEO

Eric Hirsch
Education Program Manager
NCSL

Bridget K. Curran
Senior Policy Analyst
NGA Center for Best Practices

Sabrina W.M. Laine
Director, Evaluation & Policy Information Center
NCREL

Introduction

A key purpose of the SHEEO study, *Enhancing the Teaching Profession*, is to promote bold new thinking about teacher mobility that is based on hard data and a deep understanding of the issues. The task is not an easy one. Although the wealth of resources pertaining to the teaching profession generally is vast, less is known about teacher mobility. However, teacher mobility – and the factors that pose potential barriers to mobility – are becoming increasingly important public policy issues as state and school districts struggle to fill teaching vacancies in high demand areas with accomplished educators. It is also vital to the professionalization of teaching to recognize that we live in an increasingly mobile society, and that teachers, like other kinds of professionals, should be allowed to take advantage of new career opportunities that require relocation or a change in employers.

This *Compendium of Resources on Teacher Mobility* is designed to help focus the efforts of policymakers, researchers, and educational leaders in exploring the many facets of teacher mobility. It identifies and describes key resources, provides information on how to access materials, and, for users of the web version of the *Compendium*, contains hot links directly to sources. The strategy briefs described in the Foreword offer focused, in-depth analyses of selected issues and serve as companion pieces to this *Compendium*. Together, these products of the SHEEO study should assist a wide audience in better understanding the issues, accessing available data and resources, and informing creative thinking about the teaching profession.

Sources Included in the Compendium

Given the enormous amount of material available, deciding what to include and exclude in the *Compendium* involved tough judgment calls. The following principles were used to guide these decisions:

Issues: Teacher mobility had to be a key focus of the resource, and resources had to address the general topic of teacher mobility and/or one or more of the five sub-topics related to mobility: supply and demand, compensation, recruitment and hiring, licensure requirements and credential reciprocity, and pension portability.

Type: All types of materials were included, including data sources and surveys, policy briefs, reports, initiatives, and web sites. Both long-established efforts as well as initiatives under development were included. In addition to the primary resources, selected key and related publications that derive from these sources were identified.

Level: An extensive effort was made to include the activities and products of major national and regional organizations, as long as they contained significant, substantive information related to teacher mobility. Sources containing 50-state data or 50-state policy summaries were particularly sought. In addition, selected state-level resources that represent the diversity of activities under way in the states were included, but the *Compendium* is not intended to provide a comprehensive compilation of state activities. Resources focused at the international and local school district level were not addressed.

Accessibility and other considerations: The *Compendium* contains only materials that are generally accessible to the public electronically or through print copy. Resources that target specialized audiences, such as academic journal articles and technical materials, were not included. Also, public relations materials and documents that offer little original substantive information or analysis were excluded.

As a result of these guidelines, the *Compendium* contains nearly 100 national, regional, and state resources, including data sources, initiatives, web sites, policies, studies, and reports that can be used to inform policy decisions and strategies related to teacher mobility.

Organization of the Compendium

The *Compendium* contains six sections, and each resource is found in the section that best describes its primary focus:

General Resources: This section includes more than 30 resources that examine the multiple phases of teacher career development, including preparation in college, licensure, recruitment, hiring, compensation, and professional development. Within this section are national policy discussions, data compendia, surveys probing the attitudes of students and teachers about the attractiveness of the teaching profession, and other resources that examine teacher mobility in a comprehensive way. Viewing them as a whole, we find that there are competing philosophies at the national level about how to address the issues, and idiosyncrasies in state policies that may restrict teacher mobility.

Teacher Supply and Demand: This section describes resources that provide supply and demand data and analysis, explaining current and future challenges to recruiting and retaining high quality teachers. These sources examine factors that contribute to shortages in the teaching pool including high growth in student enrollments, competition from the private sector for employees (especially in mathematics and science fields), increases in teacher retirements, and policies in some states to lower class sizes. They reveal that teacher shortages are not uniform, and that demand is greatest in high-need urban and remote rural districts and selected assignment areas.

Compensation: Low teacher compensation is often cited as the principal deterrent to attracting and retaining high quality teachers. This section describes several resources that compare teacher salaries and reward structures across states and professions, confirming that average salaries for teachers, and especially beginning salaries, remain among the lowest for white-collar occupations. Other sources analyze how new models of teacher compensation, especially "pay-for-performance" systems, can be used to strengthen the profession of teaching.

Recruitment and Hiring: Section IV describes state and national strategies to recruit and retain high quality teachers. It offers several examples of computerized national databases and searchable job banks that connect school districts and teaching applicants. In addition, several state-level initiatives focus on encouraging high school and college students to consider teaching as a career.

Licensure Requirements and Credential Reciprocity: This section provides several resources that show 50-state comparisons of testing information and licensure requirements for teachers. It includes data and analytical reports examining the quality of state tests that license and certify teachers, and critical reviews of the quality of the teaching workforce based on the results of these tests. The section also provides national and state-level information about alternative teacher certification aimed at qualified professionals wishing to change careers into teaching.

Pension Portability: Because portability of pension benefits for classroom teachers is a recent addition to discussions on education and teacher quality, the final section offers a broad selection of resources that address pension portability provided to employees in public and government-related jobs. A specific focus on pension plans for teachers is offered in national and state reports. These analytical studies provide examples and strategies for providing greater portability within plans for educators who relocate for new jobs.

How to use the Compendium

Users are encouraged to read the Table of Contents and browse through the *Compendium* for an overview of what is available on topics of interest. In addition, the *Compendium* provides alternative ways to locate sources. The print version of the *Compendium* contains several indexes, and the web version contains several search options, through which materials may be found. These include:

Organization/Agency/State Index. With this index, users of the print version will find in one place the major resources on teacher mobility offered by each organization or agency, or pertaining to specific states. If one has a particular

organization in mind, for example, one might search here to see what that organization is doing. In the web version, separate searches are provided for Organization/Agency and for Selected State Resources.

Source/Title Index. This index and search option list all *Compendium* entries, as well as key and related publications, in a single alphabetical list. This will be useful for those who know the title of a report but are not sure where it might be found. In the print version, page numbers are provided for all items; in the web version, hot links are provided.

Keyword Index. While the *Compendium* sections roughly classify resources by topic, this simple categorization does not recognize the fact that many resources address multiple topics. To help users find all materials that address each topic, each *Compendium* entry was coded with one or more keywords, including General, Supply and Demand, Compensation, Recruitment, Licensure, and Pension Portability. The keyword index and searches list resources multiple times, under each topic that they address.

In addition to keyword, each *Compendium* source was assigned one or more "levels." The source was designated as "national" if it addresses issues broadly or provides national data, "regional" if it is focused at the regional level, and/or "50-state" if it enumerates 50-state data, policies, web links, or other 50-state information. All state sources were designated as being at the "state" level. On the keyword lists, both in the print version and searchable web version, sources under each keyword are grouped by level.

The *Compendium of Resources on Teacher Mobility* is an up-to-date and comprehensive sourcebook of resources that can be used by state and local education leaders, and policymakers and researchers at all levels. We hope that this coordinated body of materials will be used to further the knowledge and understanding of the issues, and to foster bold new thinking about teacher mobility.

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Organization	Achieve, Inc.
Source/Title	National Clearinghouse on Education Standards and School Reform
Description	Through its Public Leadership Initiative, Achieve, Inc. was the principal sponsor of the 1999 National Education Summit and is developing a National Clearinghouse on Education Standards and School Reform. At the 1999 Summit, governors, business leaders, and educators approved a set of commitments in an "Action Statement" aimed at raising academic standards and performance, pledging to improve educator quality, help all students achieve high standards, and strengthen accountability. States agreed to develop action plans to detail their strategies for addressing these challenges, and Achieve, Inc. made a commitment to publish these state plans on its web site. The Achieve, Inc. web site now provides access to 43 state plans. Each plan describes pertinent state policies/initiatives, as well as targets, timelines, and measures of success. In 2001, the web site will be expanded to include research and promising practices from states and districts engaged in these issues.
Data Collected/ Report Topics	Visitors to this web site can view individual state action plans. Educator quality issues include: • Establishing alternative pathways into teaching • Raising standards for certification • Targeting professional development resources • Creating competitive salary structures: ✓ As a recruitment incentive ✓ To retain teachers, by rewarding skills and performance
Data/Report Availability	The National Clearinghouse will be online at http://www.achieve.org in early 2001. Currently, state action plans, including state efforts to improve educator quality, are available from Achieve's homepage by clicking on "States Respond to Summit Challenge." A press release summarizing information from the state action plans is also available by clicking on "Achieve to Post Summit Responses on Web Site." A bi-monthly series of policy briefs on issues relevant to the 1999 Summit Action Statement may also be accessed.
Comments	Achieve, Inc. is an independent, bipartisan, nonprofit organization created by governors and corporate CEOs following the 1996 National Education Summit. It is based on the belief that "high academic standards, demanding tests to measure those standards, and accountability for performance can push our schools and students to much higher achievement." Activities include the Benchmarking Initiative, Mathematics Achievement Partnership, Public Leadership Initiative, and Standards Database. In 2001, Achieve will host a forum on investing in and rewarding educator quality; original briefing materials will be published after the forum.
Contact	Jennifer Vranek Director, Benchmarking and State Services Achieve, Inc. 400 North Capitol Street, NW, Suite 351 Washington, DC 20001 Phone: 202-624-1460 Fax: 202-624-1468 E-mail: jvranek@achieve.org http://www.achieve.org
Keywords	General, Compensation, Recruitment, Licensure
Level	National, 50-State

Organization	Center for the Study of Teaching and Policy (CTP), University of Washington	
Source/Title	<i>Teacher Turnover, Teacher Shortages and the Organization of Schools</i>	
Author	Richard M. Ingersoll	
Publication Date	September 1999	
Description	Contemporary educational theory holds that teacher turnover, due in large part to increases in teacher retirements, is a pivotal cause of teacher shortages, school staffing problems, and, subsequently, inadequate school performance. In contrast, this analysis examines the effects of school and organizational characteristics on teacher turnover and school staffing problems that is largely overlooked in past research. The analysis indicates that teacher characteristics, such as specialty field, age, and retirement, account for a significant amount of turnover. But, net of teacher characteristics, there are also significant effects of school and organizational characteristics on turnover. Moreover, the amount of turnover accounted for by retirement is relatively minor when compared to that resulting from two related causes – teacher job dissatisfaction and teachers pursuing better jobs or other careers.	
Data Collected/ Report Topics	• Research on teacher turnover • Teacher turnover and the organization of schools • Levels of teacher turnover and school staffing problems • Predictors of teacher turnover • Reasons for teacher turnover	
Data/Report Availability	The report is available as a downloadable Adobe Acrobat PDF file at http://depts.washington.edu/ctpmail/Publications/PDF_versions/Ingersoll.pdf .	
Comments	The analyses are based on data from the Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey, a large comprehensive, nationally representative survey of teachers and schools conducted by the National Center for Education Statistics. (For more information, see the SASS entry under National Center for Education Statistics in this section.) CTP is a consortium of five universities created to investigate the relation between excellent teaching and policymaking at national, state, and local levels. The universities are University of Washington (lead institution), Stanford University, Teachers College/Columbia University, University of Michigan, and University of Pennsylvania.	
Contact	Michael S. Knapp, Center Director Miller Hall M201 College of Education University of Washington, Box 353600 Seattle, WA 98195-3600 Phone: 206-543-1836 Fax: 206-616-6762 E-mail: mknapp@u.washington.edu http://depts.washington.edu/ctpmail	Michele C. Ferguson, Center Manager Miller Hall 203C College of Education University of Washington, Box 353600 Seattle, WA 98195-3600 Phone: 206-221-4114 Fax: 206-616-6762 E-mail: ctpmail@u.washington.edu http://depts.washington.edu/ctpmail
Keywords	General, Supply and Demand	
Level	National	

Organization	Center for the Study of Teaching and Policy (CTP), University of Washington	
Source/Title	<i>What States are Doing to Improve the Quality of Teaching: A Brief Review of Current Patterns and Trends: A CTP Working Paper</i>	
Author	Eric Hirsch, Julia E. Koppich, and Michael S. Knapp	
Publication Date	December 1998	
Description	This working paper describes and illustrates the range of current state actions aimed at improving the quality of teaching. Its focus is on state policy, and it makes an important distinction between "individual statutes or initiatives," which address particular issues, and "policy strategies," which are more comprehensive in nature. The paper reviews what states are doing in each of five areas of activity and concludes by addressing the degree to which states are addressing teacher quality strategically.	
Data Collected/ Report Topics	This report addresses what states are doing to: • Promote visions of good teaching and learning • Attract, reward, and retain capable people in teaching • Improve the initial preparation and induction of teachers • Motivate and support teachers' ongoing professional development • Enhance the school workplace environment	
Data/Report Availability	The report is available online in PDF format at http://depts.washington.edu/ctpmail/Publications/PDF_versions/StTrends.pdf.	
Related Publications	"State Action to Improve Teaching." <i>Teaching Quality Policy Brief</i>, Number 1, December 1999. This policy brief summarizes the working paper and is available in PDF format at http://depts.washington.edu/ctpmail/Publications/PDF_versions/Brief_one.pdf. This is part of CTP's <i>Teaching Quality Policy Brief</i> series, designed to offer timely information in summary form.	
Comments	CTP is a consortium of five universities created to investigate the relation between excellent teaching and policymaking at national, state, and local levels. The universities are University of Washington (lead institution), Stanford University, Teachers College/Columbia University, University of Michigan, and University of Pennsylvania.	
Contact	Michael S. Knapp, Center Director Miller Hall M201 College of Education University of Washington, Box 353600 Seattle, WA 98195-3600 Phone 206-543-1836 Fax 206-616-6762 E-mail mknapp@u.washington.edu http://depts.washington.edu/ctpmail	Michele C. Ferguson, Center Manager Miller Hall 203C College of Education University of Washington, Box 353600 Seattle, WA 98195-3600 Phone: 206-221-4114 Fax: 206-616-6762 E-mail: ctpmail@u.washington.edu http://depts.washington.edu/ctpmail
Keywords	General, Compensation, Recruitment, Licensure	
Level	National	

Organization	Council for Basic Education (CBE)
Source/Title	Mid-Atlantic Regional Teachers Project (MARTP)
Description	The Council for Basic Education is conducting a new program, the Mid-Atlantic Regional Teachers Project (MARTP), which will establish a regional partnership of five jurisdictions: Delaware, Maryland, New Jersey, Pennsylvania, and the District of Columbia. MARTP will seek a common approach to preparing, recruiting, and hiring new teachers, as well as retaining teachers already in the classroom, and will commit as a region to rigorous academic standards for teachers. This project is supported by the Mid-Atlantic Regional Educational Laboratory at Temple University and the Maryland State Department of Education.
Data Collected/ Report Topics	This project will address the following two questions: • How do we ensure highly qualified teachers through teacher licensure policies, standards for teacher education institutions and programs, and quality teacher assessments throughout our regional labor market? • How do we ensure an adequate supply of qualified teachers and help employers and teachers find each other?
Data/Report Availability	This project is in the developmental stages. Contact Diana Rigden at drigden@c-b-e.org or 202-347-4171 for updated project information.
Related Publications	Nancy A. Doorey and Audrey J. Noble. "Ensuring Teacher Quality and Supply: A State and Regional Approach." <i>NASBE Issues in Brief</i> , Volume 19, Number 1, April 1999. This issue brief discusses the concept of a regional labor market for teachers, calls for full regional reciprocity, and raises questions for state policymakers pertaining to regional issues. It is adapted from a white paper written for state education policymakers in the region and discussed at a February 1999 meeting that led to the development of MARTP. The National Association of State Boards of Education (NASBE) can be reached at 703-684-4000 or visit http://www.nasbe.org .
Contact	Diana Rigden Director, Teacher Education Program Council for Basic Education 1319 F Street, NW, Suite 900 Washington, DC 20004 Phone: 202-347-4171 Fax: 202-347-5047 E-mail: drigden@c-b-e.org http://www.c-b-e.org
Keywords	General, Recruitment, Licensure
Level	Regional

Compendium of Resources on Teacher Mobility

Organization	Education Commission of the States (ECS)
Source/Title	<i>Two Paths to Quality Teaching: Implications for Policymakers</i>
Publication Date	June 2000
Description	In March 2000, the Education Commission of the States hosted a debate on quality teaching between Linda Darling-Hammond, executive director of the National Commission on Teaching and America's Future (NCTAF), and Chester E. Finn Jr., president of the Thomas B. Fordham Foundation. While these experts have been recognized for their strongly opposed positions on ways to improve the quality of teaching, this debate revealed many unexpected areas of agreement. This report represents an effort by ECS staff to focus on the consensus between the two approaches. It contains three sections: an edited transcript of the debate, with revisions by the participants; a side-by-side analysis summarizing points of agreement and disagreement between the two positions; and a discussion of the core points of consensus and their implications for policymakers. (For descriptions of these two positions, see the NCTAF and Thomas B. Fordham Foundation entries in this section.)
Data Collected/ Report Topics	In a side-by-side comparison table, the report compares the two positions on: • The problem • The causes of the problem • The solutions for: ✓ Inadequate teacher preparation ✓ Inadequate state certification procedures ✓ Ineffective recruitment efforts ✓ Retaining good teachers ✓ Out-of-field teaching ✓ Hiring inadequately trained people ✓ Poor professional development
Data/Report Availability	This report is available from the ECS Distribution Center by calling 303-299-3692. The report costs \$6.50 plus \$3 postage and handling.
Comments	The ECS Teaching Quality web site addresses a number of related teacher quality issues. These include school and district leadership; licensure, evaluation, and accountability; preparation and induction; professional development; recruitment and retention; and hard-to-staff schools.
Contact	Michael Allen ECS Project Manager for Teaching Quality Education Commission of the States 707 17th Street, Suite 2700 Denver, CO 80202-3427 Phone: 303-299-3669 Fax: 303-296-8332 E-mail: mallen@ecs.org http://www.ecs.org
Keywords	General
Level	National

Compendium of Resources on Teacher Mobility

Organization	Education Week
Source/Title	<i>Quality Counts 2000 – Who Should Teach?</i>
Publication Date	January 2000 (annual)
Description	This is <i>Education Week's</i> fourth annual 50-state report bringing together data from a variety of sources, including special analyses conducted by <i>Education Week</i> staff, and incorporating commentary by experts in the field. This report is divided into two sections. Section I, "Who Should Teach?," focuses on this year's theme – what are states doing to attract, screen, and keep good teachers? Section II, "The State of the States," looks at student performance and more than 75 indicators of the health of each state's public education system. State report cards are provided and state-by-state summaries describe state policy changes in education over the past year.
Data Collected/ Report Topics	Section I includes state-by-state information on: • Teacher salary gap • Testing future teachers • Limiting out-of-field teaching • Loopholes for bypassing minimum requirements • Incentives and recruitment • Supporting new teachers • Assessing the performance of new teachers Section II grades states and provides state-by-state information on: • Equity indicators • Student achievement • Standards and accountability • Improving teacher quality • School climate • Resources
Data/Report Availability	This report can be obtained online in HTML format at http://www.edweek.org/products/special-reports/specials.htm. It may also be purchased for \$10 by calling 800-346-1834 or faxing orders to 301-280-3250.
Comments	<i>Quality Counts 2000</i> is produced with support from the Pew Charitable Trusts (http://www.pewtrusts.com/).
Contact	Education Week 6935 Arlington Road, Suite 100 Bethesda, MD 20814-5233 Phone: 301-280-3100 Fax: 301-280-3150 (editorial) Fax: 301-280-3250 (business) E-mail: ew@epe.org http://www.edweek.org/
Keywords	General, Compensation, Recruitment, Licensure
Level	National, 50-State
Organization	National Association of State Boards of Education (NASBE)

Source/Title	<i>The Numbers Game: Ensuring Quantity and Quality in the Teaching Work Force</i>
Publication Date	October 1998
Description	The NASBE Study Group on Teacher Development, Supply, and Demand contends that there is overwhelming evidence that the real problems of teacher supply and demand center around distribution of teachers, not shortage. Moreover, it argues, although hiring and placing teachers is a district and school responsibility, "ensuring a sufficient supply of high-quality teachers is fundamentally an issue of state policy." This report addresses what state boards must do to solve the real teacher supply issues – to recast the notion of a "general teacher shortage" in order to direct policy more appropriately toward the real issues. The report outlines five areas in which action must be taken, defining each area, providing relevant data, offering examples, and discussing policy options under each broad category.
Data Collected/ Report Topics	• Standards • Teacher recruitment • Teacher retention • Teacher education and professional development • Teacher licensure and recognition of accomplished practice
Data/Report Availability	Copies of this report may be ordered from NASBE Publications at 800-220-5183. The report costs \$12 plus \$2 shipping and handling.
Contact	National Association of State Boards of Education 277 South Washington Street, Suite 100 Alexandria, VA 22314 Phone: 703-684-4000 Fax: 703-836-2313 E-mail: boards@nasbe.org http://www.nasbe.org
Keywords	General, Supply and Demand, Recruitment, Licensure
Level	National

Compendium of Resources on Teacher Mobility

Organization	National Center for Education Information (NCEI)
Source/Title	<i>Profile of Teachers in the U.S.</i>
Author	C. Emily Feistritzer
Publication Date	1996
Description	In 1996, the National Center for Education Information (NCEI) surveyed more than 1,000 public school teachers using a 66-item mail questionnaire that examined teacher demographics and teacher opinions. This report summarizes and analyzes the findings of this survey and makes comparisons to previous surveys conducted by NCEI in 1986 and 1990. The report contains 34 tables and explanatory narrative.
Data Collected/ Report Topics	• Demographic profile of teachers in 1996; comparisons to 1990 and 1986 • Why teachers go into teaching and why they stay • Job satisfaction • Salaries and opinions about their pay • What they think about students, student learning, and how they best learn to teach • Opinions about how teaching could be strengthened as a profession • Opinions of teachers, compared with those of the general public, on such issues as school reform, social issues, and government involvement in schools
Data/Report Availability	A brief description of this report and ordering information are available at http://www.ncei.com/Newpub2.htm . A fourth survey is planned for early 2001.
Contact	National Center for Education Information 4401 Connecticut Avenue, NW, #212 Washington, DC 20008 Phone: 202-362-3444 Fax: 202-362-3493 E-mail: nceicef@aol.com http://www.ncei.com
Keywords	General
Level	National

Organization	National Center for Education Statistics (NCES)
Source/Title	<i>America's Teachers: Profile of a Profession, 1993-94</i>
Publication Date	July 1997
Description	This report provides a comprehensive look at elementary and secondary teachers, synthesizing data from a number of NCES sources. Updating the first <i>America's Teachers</i> report published in 1993, this report is intended to examine the status of teachers and teaching in the early- to mid-1990s and to serve as a statistical reference on teachers in the U.S. The primary data source is the Schools and Staffing Survey (SASS); other sources include the Baccalaureate and Beyond Longitudinal Study (B&B), the National Assessment of Adult Literacy, the National Assessment of Educational Progress (NAEP), and the 1993 National Study of Postsecondary Faculty. (For descriptions of these surveys, see the B&B and SASS entries following in this section.)
Data Collected/ Report Topics	• Number of teachers • Demographic characteristics of teachers • Teacher education and qualifications • Teachers assignments and workload • Instructional practices • Compensation ✓ Salary trends ✓ Benefits ✓ Comparisons with other professions • Teachers' perceptions of their work environments and job satisfaction • Teacher supply and demand ✓ New college graduates ✓ Indicators of teacher shortages ✓ Teacher attrition • Current issues ✓ Recruitment: supply and demand, qualifications, and diversity ✓ Professional development ✓ Compensation ✓ Working conditions and teacher satisfaction
Data/Report Availability	This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97460 where users may browse highlights or download a PDF file. Printed copies may be ordered from ED Pubs at 877-433-7827; additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml .
Contact	Stephen P. Broughman Statistician, E/Sec Sample Survey Studies Program-ESLSD National Center for Education Statistics 1990 K Street, NW Washington, DC 20006 Phone: 202-502-7315 E-mail: Stephen_Broughman@ed.gov http://nces.ed.gov
Keywords	General, Supply and Demand, Compensation
Level	National

Organization	National Center for Education Statistics (NCES)
Source/Title	Baccalaureate and Beyond Longitudinal Study (B&B)
Description	This longitudinal study provides information concerning education and work experiences after completion of the bachelor's degree. It provides both cross-sectional information one year after bachelor's degree completion and longitudinal data concerning entry into and progress through graduate level education and the work force. A special emphasis is on the career paths and patterns of those entering public service areas, particularly teaching. B&B is based on the National Postsecondary Student Aid Study (NPSAS), a separate NCES study. NPSAS provides an efficient way of identifying a nationally representative sample of baccalaureate degree completers, and base year data for B&B comes from the NPSAS 93 cohort. The first follow-up of these students took place in 1994, and the second follow-up took place in 1997. B&B will follow this sample for about 12 years. The next scheduled B&B cohort will be associated with the NPSAS 2000 survey.
Data Collected/ Report Topics	Appropriate information is collected at each stage in the longitudinal study, both from institutional records, student interviews, and parent interviews (base year only). Among the data items collected are: • Base year ✓ Student record information, including major, admission test scores, grade point average, financial aid awards ✓ Student expectations, including highest degree expected, expectations for employment and graduate school, and plans to enter the teaching profession ✓ Parent information, including education, income, and employment • First follow-up – one year after graduation ✓ Employment after degree completion ✓ Expectations for and entry into teaching ✓ Teacher certification status ✓ Job training and responsibilities ✓ Expectations/entry into graduate school ✓ Family formation and responsibilities ✓ Undergraduate transcript information • Second follow-up – four years after graduation ✓ Employment history and career progress ✓ Enrollment history ✓ Entry into/persistence in/resignation from teaching career ✓ Teacher certification status ✓ Teacher career paths ✓ Family formation and responsibilities
Data/Report Availability	B&B products are too numerous to describe here, and users should visit the B&B homepage at http://nces.ed.gov/surveys/b&b for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for B&B at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=015 for links to B&B reports, data products (including CD-ROMs), technical papers, and working papers. A complete product list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml.
Key Publications	<i>B&B Teacher Report: Out of the Lecture Hall and Into the Classroom: 1992-93 College Graduates and Elementary/Secondary School Teaching</i>, September 1996. This report uses data from B&B's first follow-up study and focuses on graduates' transitions into teaching one year after graduation.

It describes new entrants into the teacher pipeline (potential new teachers) and compares those within the pipeline, with an emphasis on undergraduate academic experience of new teachers, others in the pipeline, and non-teachers. This report is described at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96899>; a PDF file may be downloaded from this page or order from ED Pubs at 877-433-7827.

Progress Through the Teacher Pipeline: 1992-93 College Graduates and Elementary/Secondary School Teaching as of 1997, January 2000. This report uses data from B&B's second follow-up study, following 1992-93 college graduates' progress through the teacher pipeline. It is organized by a conceptual "teacher pipeline" that represents a teacher's career. This pipeline includes preparatory activities (considering teaching, student teaching, becoming certified, and applying for jobs) as well as teaching experiences and future plans. This report is described at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000152>; a PDF file may be downloaded from this page or order from ED Pubs at 877-433-7827.

Contact

Paula Knepper
Senior Technical Advisor, Postsecondary Studies Division
National Center for Education Statistics
1900 K Street, NW, Room 8096
Washington, DC 20006
Phone: 202-502-7367
E-mail: Paula_Knepper@ed.gov
<http://nces.ed.gov/surveys/b&b> (B&B homepage)
<http://nces.ed.gov> (NCES homepage)

Keywords

General

Level

National

Organization	National Center for Education Statistics (NCES)
Source/Title	<i>Projections of Education Statistics to 2010</i>
Publication Date	August 2000 (annual)
Description	This publication, the 29 th report in a series begun in 1964, provides projections for key education statistics to the year 2010. For the nation, the tables, figures, and text contain data on enrollment, classroom teachers, graduates, and expenditures for the past 14 years and projections to the year 2010. For the 50 states and the District of Columbia, there are projections of public elementary and secondary enrollment and high school graduates to the year 2010. A methodology section describes the models and assumptions used to develop the national and state-level projections.
Data Collected/ Report Topics	Historical and projected data for the following are included: • Elementary and secondary enrollment (by grade level, state, region) • Higher education enrollment • High school graduates • Earned degrees conferred • Elementary and secondary teachers ✓ By control of institution and organizational level, with alternative projections ✓ Average annual growth rates ✓ Pupil/teacher ratios • Expenditures of public elementary and secondary schools ✓ Annual teacher salaries, with alternative projections • Expenditures of institutions of higher education
Data/Report Availability	This report is described at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000071 , and a PDF file may be downloaded from this page. A print version is forthcoming. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml .
Contact	Debra E. Gerald Mathematical Statistician, Annual Reports Program – ECICSD National Center for Education Statistics 1990 K Street, NW Washington, DC 20006 Phone: 202-502-7341 E-mail: Debra_Gerald@ed.gov http://nces.ed.gov
Keywords	General, Supply and Demand, Compensation
Level	National, Regional, 50-State

Organization	National Center for Education Statistics (NCES)
Source/Title	Schools and Staffing Survey (SASS)
Description	SASS is a comprehensive sample survey of the characteristics and conditions of American public and private K-12 schools and the teachers and principals who work in them. Its primary purposes have been to monitor teacher supply and demand conditions, characteristics and qualifications of teachers and principals, and basic conditions in schools. SASS was first conducted during the 1987-88 school year, and repeated in 1990-91, 1993-94, and 1999-2000. It is planned to be conducted every four years in the future. From its inception, SASS has had four components – the School Questionnaire, the Teacher Questionnaire, the Principal Questionnaire, and the School District Questionnaire. In addition, the Teacher Follow-up Survey (TFS) is conducted a year after each SASS cycle to collect information on current and former teachers' employment and teaching status, educational activities and future plans, and opinions on school climate and aspects of their job. SASS is designed to provide trend data over time as well as state representative data for the public sector.
Data Collected/ Report Topics	SASS' extensive list of survey items includes: • Teacher Questionnaire ✓ Teacher preparation, induction, and professional development ✓ Teaching assignment ✓ Certification ✓ Workload ✓ Perceptions and attitudes about teaching • School Principal Questionnaire ✓ Training and experience ✓ Salary ✓ Barriers to dismissing poor or incompetent teachers • School Questionnaire ✓ Number of students enrolled ✓ Staffing patterns ✓ Teaching vacancies • School District Questionnaire ✓ Student enrollments ✓ Number of teachers ✓ Teacher recruitment and hiring practices ✓ Teacher salary schedules ✓ Professional development for teachers and administrators
Data/Report Availability	SASS products are too numerous to describe here, and users should visit the SASS homepage at http://nces.ed.gov/surveys/sass for up-to-date survey information. Specifically, visit the NCES Electronic Catalog for SASS at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=003 for links to SASS reports, data products (including CD-ROMs), technical papers, and working papers. A complete list is provided, and users can click on a title for the product abstract, online availability, ordering information, and other descriptors. For technical information related to SASS data, users should visit http://nces.ed.gov/surveys/sass/asp/data.asp. Additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml. Data from the first three administrations of SASS are available now. Data from the 1999-2000 survey are projected to be available in 2001, and the 2000-2001 TFS to be available in 2002.

Key Publications

Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools, 1987-88 to 1993-94, August 2000. This report analyzes 1993-94 SASS data, examining rates of entry from four supply sources (newly prepared teachers, delayed entrants, transfers, and reentrants) and the characteristics and qualifications of each source. Comparisons are made to 1987-88 and 1990-91 data. This report is described at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000309>, and a PDF file may be downloaded from this page. A print version is forthcoming.

Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, August 1997. This report describes the satisfaction with teaching as a career of the nation's K-12 teachers and identifies factors associated with job satisfaction. Factors include characteristics of the school and the workplace, the teacher's background, salary, and other benefits. This report is described at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97471>; a PDF file may be downloaded from this page or order from ED Pubs at 877-433-7827.

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey 1994-95, May 1997. This report presents data from the 1994-95 Teacher Follow-up Survey, linking responses to data collected in the 1993-94 SASS survey. It explores the characteristics of stayers, movers, and leavers; teacher attrition rates; what persons who have left the teaching profession are doing and why they left teaching; and teacher opinions, attitudes, and reasons for dissatisfaction. This report is described at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97450>; a PDF file may be downloaded from this page or order from ED Pubs at 877-433-7827.

Contact

Daniel Kasprzyk
Program Director
National Center for Education Statistics
1990 K Street, NW
Washington, DC 20006
Phone: 202-502-7300
E-mail: sassdata@ed.gov
<http://nces.ed.gov/surveys/sass> (SASS homepage)
<http://nces.ed.gov> (NCES homepage)

Keywords

General, Supply and Demand

Level

National

Organization	National Commission on Teaching and America's Future (NCTAF)
Source/Title	<i>What Matters Most: Teaching for America's Future</i> <i>Doing What Matters Most: Investing in Quality Teaching</i>
Author	<i>What Matters Most</i> , NCTAF <i>Doing What Matters Most</i> , Linda Darling-Hammond
Publication Date	<i>What Matters Most</i> , September 1996 <i>Doing What Matters Most</i> , November 1997
Description	<i>What Matters Most</i> is the first major report of the National Commission on Teaching and America's Future, offering a blueprint for recruiting, preparing, and supporting excellent teachers in America's schools. The Commission proposes the goal that by the year 2006, every student in America will have access to "competent, caring, qualified teachers." This report, resulting from a two-year study, identifies barriers to this goal and puts forth a series of recommendations to achieve it. These recommendations address: (1) standards for students and teachers, (2) teacher preparation and professional development, (3) teacher recruitment, (4) rewarding teacher knowledge and skill, and (5) school organization.

A year later, NCTAF issued a follow-up report to examine changes that were occurring across the nation. *Doing What Matters Most* offers data about how investments in teaching influence student achievement and provides an overview of the nation's progress toward the goal of high-quality teaching in every classroom in every community.

Both reports examine a wide range of issues and call for a systemic approach to change. Both include appendices with state report cards containing indicators of attention to teaching quality.

**Data Collected/
Report Topics**

This list of topics is taken from the 1997 report, but both reports address this set of issues:

- Teacher supply
- Salaries and working conditions
- Teacher retention
- Qualifications and training
- Reforms of teacher education and induction
- Access to professional development
- Progress in school reform

The 1997 report card contains state indicators of:

- Investments in teacher quality
 - ✓ Unqualified hires
 - ✓ Well-qualified teachers
 - ✓ Out-of-field teaching
 - ✓ Teachers as a percent of total staff
- Attention to teacher education and development
 - ✓ Professional accreditation
 - ✓ Student teaching
 - ✓ New teacher induction
 - ✓ Professional development
- Attention to teaching standards
 - ✓ Professional standards board
 - ✓ Nationally certified teachers
 - ✓ Incentives for National Board certification

Compendium of Resources on Teacher Mobility

Data/Report Availability	<i>What Matters Most</i> is available online in PDF format at http://www.tc.columbia.edu/~teachcomm/publications/whatmattersmost.pdf . <i>Doing What Matters Most</i> can be found in PDF format at http://www.tc.columbia.edu/~teachcomm/publications/doingwhatmattersmost.pdf . Both publications may be ordered from Kutztown Publishing Co., Inc. by calling 888-492-1241.
Related Publications	Linda Darling-Hammond, <i>Solving the Dilemmas of Teacher Supply, Demand, and Standards: How We Can Ensure A Competent, Caring, and Qualified Teacher for Every Child</i> , NCTAF, August 1999. This more recent report provides updated data and outlines 10 approaches states and school districts might follow to address issues of teacher supply, demand, and quality. It is available at http://www.tc.columbia.edu/~teachcomm/publications/solving.pdf .
Comments	NCTAF was formed in 1994 to "provide an action agenda for meeting America's educational challenges, connecting the quest for higher student achievement with the need for teachers who are knowledgeable, skillful, and committed to meeting the needs of all students." This blue-ribbon panel is chaired by Governor James B. Hunt, Jr. of North Carolina and directed by Linda Darling-Hammond, professor at Teachers College, Columbia University. It is housed at Teachers College in New York City.
Contact	National Commission on Teaching and America's Future Teachers College, Columbia University 525 West 120 th Street, Box 117 New York, NY 10027 Fax: 212-678-4039 http://www.tc.columbia.edu/~teachcomm
Keywords	General, Supply and Demand, Compensation, Recruitment, Licensure
Level	National, 50-State

Organization	National Conference of State Legislatures (NCSL)
Source/Title	"Current Trends in Teacher Policy." <i>NCSL State Legislative Report</i> , Volume 25, Number 3
Author	Shelby Samuelson
Publication Date	March 2000
Description	This NCSL report describes state legislation that relates to teacher quality, addressing the issues of teacher preparation, recruitment, teacher salary, and professional development. The report describes the ways in which states are addressing each of the four issues and highlights legislation from specific states. At least 36 states made some changes to their teacher policies during the 1999 legislative session, and more than 120 bills were passed; the report provides a state-by-state summary table of enacted legislation. Future trends are analyzed.
Data Collected/ Report Topics	The report describes state legislative involvement in: • Teacher preparation programs • Recruitment and incentive programs • Alternative teacher certification • Teacher salaries • Professional development
Data/Report Availability	NCSL State Legislative Reports on a variety of topics are published 12 to 18 times a year. Copies of this and other reports may be purchased from the NCSL Book Order Department at 303-830-2054.
Contact	National Conference of State Legislatures 1560 Broadway, Suite 700 Denver, CO 80202 Phone: 303-830-2200 Fax: 303-863-8003 E-mail: info@ncsl.org http://www.ncsl.org
Keywords	General, Compensation, Recruitment, Licensure
Level	National, 50-State

Organization	Public Agenda
Source/Title	<i>A Sense of Calling: Who Teaches and Why</i>
Author	Steve Farkas, Jean Johnson, and Tony Foleno, with Ann Duffett and Patrick Foley
Publication Date	2000
Description	In this report, Public Agenda attempted to find out what teachers really think of their profession, and to compare their views with those of the administrators who hired them and college graduates who chose different careers. After exploring the role of salaries in attracting new teachers, the report notes that other incentives may be significantly more important to most teachers and would-be teachers. The report also provides insights into how teachers feel about their preparation programs and what happened when they first entered the classroom. This report offers the perspective that what people think and feel are not facts, but they do shed light on something very important: "When it comes to shaping policies, perceptions can take on a monumental importance. Understanding what matters to people...can make the difference between policies that actually work vs. those that go awry." This study was sponsored by the Thomas B. Fordham Foundation and the Open Society Institute. (For more information, see the Thomas F. Fordham Foundation entry in this section.)
Data Collected/ Report Topics	This report addresses six major concerns about the teaching profession: • Are new teachers demoralized and uncommitted? • Are talented young people avoiding the profession? • Is money the problem? • Is certification the problem? • Is teacher preparation the problem? • Do working conditions undermine teacher performance?
Data/Report Availability	A brief report summary is available online in HTML format at http://www.publicagenda.org/specials/teachers/teachers.htm; users may click on specific issues for more detailed graphs and responses to survey questions. Printed copies may be ordered through the fax order form at http://www.publicagenda.org/aboutpa/aboutpa8a.htm or by calling 212-686-6610, ext. 45. Cost is \$10 plus \$2.50 shipping and handling.
Comments	Public Agenda is a nonpartisan, nonprofit public opinion research and citizen organization that addresses a wide range of issues including school and health care reform, national security, AIDS, crime, economic competitiveness, and the environment. It was founded in 1975 by social scientist and author Daniel Yankelovich and former Secretary of State Cyrus Vance.
Contact	Public Agenda 6 East 39th Street New York, NY 10016 Phone: 212-686-6610 Fax: 212-889-3461 http://www.publicagenda.org
Keywords	General, Compensation, Licensure
Level	National

Compendium of Resources on Teacher Mobility

Organization	Scholastic Inc. and the Council of Chief State School Officers (CCSSO)
Source/Title	<i>Teacher Voices 2000 Survey</i>
Publication Date	2000
Description	Commissioned by Scholastic Inc., the Council of Chief State School Officers conducted a survey of the nation's leading teachers in March 2000. The 400 respondents included National Teachers of the Year from the past 50 years and State Teachers of the Year from the past 10 years. This survey was designed to gain insight into why teachers leave the classroom, what can be done to keep them, and what can be done to attract qualified individuals into teaching.
Data Collected/ Report Topics	The survey examined teacher opinions on: • Effects of the teacher shortage • Challenges faced in the classroom • Factors that would encourage teacher retention • Which groups hold responsibility for recruiting quality teachers • Successful strategies for teacher recruitment
Data/Report Availability	At the time of this writing, the full results of this study were not yet available. A news release summarizing key findings of the study was available at http://teacher.scholastic.com/professional/teachertoteacher/tt/survey.htm ; this page indicated that the full report will be available shortly in PDF form.
Comments	In response to the survey findings, Scholastic Inc. announced its Scholastic Teach Today and Tomorrow campaign, designed to address teacher recruitment and retention. One of the four strategies identified is to offer support for teachers in the Professional Resources section of Scholastic's web site at http://teacher.scholastic.com/professional/index.htm . This section also contains resources for future teachers.
Contact	Scholastic Inc. 555 Broadway New York, NY 10012 Phone: 212-343-6100 http://teacher.scholastic.com
Keywords	General, Recruitment
Level	National

Organization	Southern Regional Education Board (SREB)
Source/Title	"Getting Beyond Talk: State Leadership Needed to Improve Teacher Quality." <i>Educational Benchmarks 2000 Series</i>
Author	Lynn M. Cornett
Publication Date	December 1999
Description	In the introduction to this report, Mark Musick, SREB president, notes that SREB states have begun many programs to increase the supply of quality teachers, but there have been too few efforts to improve the entire system of preparing teachers. Governors and state legislators took several actions in the late 1990s, but more work needs to be done. This report restates selected SREB policy recommendations since the early 1980s, outlines key policy areas that need attention, and provides examples of state actions to make needed changes.
Data Collected/ Report Topics	Key policy areas addressed include: • Teacher preparation • Recruitment of new teachers ✓ Early recruitment ✓ Alternative paths to teaching ✓ Raise standards for licensure ✓ Support teachers in early years • Veteran teachers • Compensation and career support ✓ Salary/compensation to match state goals ✓ Incentives and career support • Coordination of state actions
Data/Report Availability	This report is described at http://www.sreb.org/main/benchmarks2000/teacherquality.asp and a PDF file may be downloaded. Copies may be ordered by contacting publications@sreb.org or 404-875-9211, x236.
Related Publications	Christine L. Smith. <i>Focus on Legislation Affecting Teachers in SREB States</i> , June 2000. Recent state actions have taken a fresh approach to teacher quality issues. In the 1980s, state efforts included revising licensure laws, requiring exams for certification, and providing incentive pay based on teachers' extra work rather than on student success. Today, state efforts to recruit and retain quality teachers include more stringent standards for licensure and evaluation; increased salaries; incentives for teachers who achieve advanced certification and who mentor other teachers; and professional development. States also are working to attract quality teachers to low-performing schools and critical shortage areas. This report highlights SREB states' recent legislation affecting teachers, addressing teacher licensure and certification, recruitment, teacher performance pay, support for teachers, and other actions. This report is available at http://www.sreb.org/scripts/Focus/focus1.asp?Code=15 .
Comments	This report is part of the <i>Educational Benchmarks 2000 Series</i> produced by SREB. These reports evaluate SREB states' progress toward the 12 educational goals established in 1988 and are listed at http://www.sreb.org/main/benchmarks2000/benchmarks2000.asp . Reports may be downloaded in PDF format. In addition, individual state reports, formatted as PowerPoint™ presentations, are available at this site.

Contact Lynn M. Cornett
Senior Vice President
Southern Regional Education Board
592 Tenth Street, NW
Atlanta, GA 30318
Phone: 404-875-9211
Fax: 404-872-1477
E-mail: lynn.cornett@sreb.org
<http://www.sreb.org>

Keywords General, Compensation, Recruitment, Licensure

Level Regional

Organization	Thomas B. Fordham Foundation
Source/Title	<i>Better Teachers, Better Schools</i> <i>The Quest for Better Teachers: Grading the States</i>
Author	<i>Better Teachers, Better Schools</i> , Marci Kanstoroom and Chester E. Finn, Jr., editors <i>The Quest for Better Teachers</i> , Chester E. Finn, Jr., Marci Kanstoroom, and Michael J. Petrilli
Publication Date	<i>Better Teachers, Better Schools</i> , July 1999 <i>The Quest for Better Teachers</i> , November 1999
Description	In the Foreword to <i>Better Teachers, Better Schools</i>, Chester Finn states that this book "suggests a different way of thinking" about the complex issues of teacher quality and urges a less regulatory, more "common sense" approach. Rather than further tightening entry requirements, it urges states to open up the profession to well-educated professionals from different backgrounds, to provide new teachers with more support, to allow school leaders to hire and compensate the people they need, and to hold educators accountable for what students learn. Over a dozen professionals contributed essays in three sections: The Teacher Quality Debate, Teacher Certification Up Close, and Proposed Reforms Up Close. The report includes the teacher quality "manifesto" released by the Fordham Foundation in April 1999. <i>The Quest for Better Teachers: Grading the States</i> evaluates how good a job the states are doing when it comes to putting policies into place that will improve teacher quality. It summarizes data on 29 indicators gathered by the Foundation in summer 1999 and presents them in report card format with grades for each state. The report concludes that the results are "mostly disappointing."
Data Collected/ Report Topics	Essays in <i>Better Teachers, Better Schools</i> address: • The "Teacher Quality Problem" • Teacher training, licensure, and student achievement • Traditional and alternative certification • Teacher preparation, hiring practices, and reforms in Pennsylvania • Evaluation of The National Board for Professional Teaching Standards • Examination of The National Council for Accreditation of Teacher Education • Value-added assessment to measure student learning Indicators in <i>The Quest for Better Teachers</i> address: • Accountability for results • Staffing autonomy • Subject mastery: quality control systems that ensure teachers have mastered their subject matter without excessive regulation • Multiple pathways: de-emphasizing traditional teacher education and opening the profession to a larger pool ✓ Streamlined certification ✓ Report cards on education schools ✓ Alternative certification ✓ Financial incentives

Compendium of Resources on Teacher Mobility

Data/Report Availability	<i>Better Teachers, Better Schools</i> is available online in HTML and PDF format at http://www.edexcellence.net/better/tchrs/teachers.html . <i>The Quest For Better Teachers</i> is available at http://www.edexcellence.net/better/teachers.html . Single copies of all Fordham reports are available free of charge by calling 888-823-7474, or by e-mailing Fordham@dunst.com .
Comments	In a joint initiative with the Education Leaders Council, the Fordham Foundation is currently developing a Teacher Quality Clearinghouse web site at http://www.tqclearinghouse.org . This site addresses teacher quality issues (teacher pay and incentives, school staffing, appraising teacher performance, teacher preparation and certification, and school and educator accountability) and provides state-by-state information on teacher quality reform.
Contact	Thomas B. Fordham Foundation 1627 K Street, NW, Suite 600 Washington, DC 20006 Phone: 202-223-5452 Fax: 202-223-9226 E-mail: Fordham@dunst.com http://www.edexcellence.net
Keywords	General, Compensation, Recruitment, Licensure
Level	National, 50-State

Compendium of Resources on Teacher Mobility

Organization	U.S. Department of Education
Source/Title	<i>Promising Practices: New Ways to Improve Teacher Quality</i>
Publication Date	September 1998
Description	This report approaches the teaching career as a continuum, beginning with recruitment, continuing through preparation and initial licensing, and extending to lifelong professional development. Each section addresses one stage in the continuum, providing an overview of the issues, offering three illustrative examples, and summarizing the characteristics of "promising practices" in that area. The examples were nominated as promising practices by regional educational laboratories or researchers for the National Commission on Teaching and America's Future, or they came from reviews of research literature. Contact information is provided.
Data Collected/ Report Topics	• Recruiting talented and diverse people into teaching • Improving teacher preparation • Raising licensing and certification standards • Induction of new teachers • Improving professional development • Improving teacher accountability and incentives
Data/Report Availability	This report is available online in HTML and PDF format at http://www.ed.gov/pubs/PromPractice/index.html or may be ordered from ED Pubs at 877-433-7827.
Contact	Heather Moore Office of the Secretary U.S. Department of Education Room 6263, FP 10B Washington, DC 20202 Phone: 202-401-3000 E-mail: heather_moore@ed.gov http://www.ed.gov/
Keywords	General, Recruitment, Licensure
Level	National

Organization	U.S. Department of Education
Source/Title	<i>A Talented, Dedicated, and Well-Prepared Teacher in Every Classroom: Information Kit</i>
Publication Date	September 1999
Description	As part of its Initiative to Ensure a Talented, Dedicated, and Well-prepared Teacher in Every Classroom, the U.S. Department of Education has developed an information kit designed for educators and policymakers who want to speak out publicly about the importance of investing in teaching in America. The kit provides information about the state of the nation's teaching force, coming challenges, national efforts to improve teacher quality, next steps for communities, and contact information. Consisting of a text report as well as 23 overheads, this kit offers talking points and slides for speakers.
Data Collected/ Report Topics	The text addresses: • Why we must invest in good teaching • Five barriers to increasing student achievement – related to recruitment and hiring practices, teacher preparation, unenforced standards for teachers, inadequate support for beginning teachers, and lack of professional development and rewards • The coming crisis – in quantity, quality, and equity • Challenges from the Secretary of Education to the higher education community, states, and school districts • Efforts to address our teacher quality challenges – by states and by the U.S. Department of Education • Next steps for communities, teachers, colleges and universities, school administrators, business leaders, and state and local policymakers
Data/Report Availability	The kit is available in HTML and PDF formats at http://www.ed.gov/teacherquality/invest ; this includes text and overheads. The report may also be ordered from http://www.ed.gov/pubs/edpubs.html or by calling ED Pubs at 877-433-7827.
Contact	Terry Dozier Special Advisor on Teaching U.S. Department of Education 400 Maryland Avenue, SW, Room 7W203 Washington, DC 20202-0103 Phone: 202-401-7690 Fax: 202-401-0596 E-mail: terry_dozier@ed.gov http://www.ed.gov (U.S. Department of Education homepage) http://www.ed.gov/teacherquality (Teacher Quality homepage)
Keywords	General
Level	National

Organization	U.S. Department of Education
Source/Title	Teacher Quality Web Site
Description	Based on President Clinton's 1997 State of the Union Address, Secretary of Education Riley outlined seven priorities for the Department, one of which pertains to teacher quality: "There will be a talented, dedicated, and well-prepared teacher in every classroom." The Department's Teacher Quality Web Site represents one effort being made toward this end, offering information for policymakers and educators on a range of issues, including recruiting and preparing teachers, providing professional development opportunities, and raising teaching standards. The web site provides a gateway to Department of Education grant programs, including Teacher Quality Enhancement Grants, Preparing Tomorrow's Teachers to Use Technology, and Eisenhower Professional Development grants; research and reports; resources for teachers and prospective teachers, including discussion forums; links to other sites; and other materials. Resources pertaining to teacher mobility issues are found in many sections of the web site.
Data Collected/ Report Topics	The web site contains ten sections: • Recruiting • So You Want to Be a Teacher? • Preparing New Teachers • Raising Standards for Teachers • Professional Development • Research and Dissemination • Teachers Share Their Wisdom • Speeches and Studies • Classroom Resources • Funding
Data/Report Availability	Visit the Department of Education's Teacher Quality web site at http://www.ed.gov/teacherquality .
Contact	U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-0498 Phone: 800-872-5327 E-mail: CustomerService@inet.ed.gov http://www.ed.gov/
Keywords	General, Recruitment
Level	National

State	California
Source/Title	<i>How California Recruits, Prepares and Assists New Teachers</i> , April 1999
Description	One of California's most pressing concerns is filling the state's rapidly growing numbers of classrooms with qualified teachers. Demand for teachers is growing dramatically due both to increases in student enrollment and to statewide class size reduction initiatives. At the same time, leaders want to make sure teachers have the skills and knowledge they need to do the job. This brief report describes progress to date in meeting these twin challenges of increased demand and increased expectations for teachers. It provides data and analysis on a variety of topics including the teacher shortage, teacher recruitment and retention efforts, and issues pertaining to emergency permits and waivers, as well as discussion of new legislation designed to address some of these issues.
For More Information	This report, an EdSource publication, is available online in HTML format at http://www.edsource.org/pub_edfct_recruits.html . EdSource is an independent, nonpartisan, nonprofit education information center established in 1977 specializing in analyses of K-12 education issues and accurate education data. Visit the EdSource web site at http://www.edsource.org or contact 650-857-9604.
Keywords	General, Supply and Demand, Recruitment, Licensure

State	California
Source/Title	<i>The Status of the Teaching Profession: Research Findings and Policy Recommendations</i> , 1999
Description	In 1998, the Center for the Future of Teaching and Learning convened the Task Force on Teaching and California's Future, a coalition of key leaders with a stake in building teacher workforce capacity. As part of this initiative, SRI International conducted a study of teacher development, including a survey of teachers, review of secondary databases, analysis of state policy initiatives, and interviews with key policymakers. This 150-page report presents the findings of that research along with policy recommendations. These include: ensuring that every child has a qualified teacher, eliminating the hiring of unqualified teachers, improving teacher recruitment and retention, strengthening accountability of teacher education programs, reducing unnecessary barriers to teaching, and encouraging and supporting teachers.
For More Information	This report is available online in PDF format at http://everybody.got.net/~cfw/report.html . For more information, contact the Center for the Future of Teaching and Learning at 831-427-3628.
Keywords	General, Supply and Demand

Compendium of Resources on Teacher Mobility

State	Colorado
Source/Title	<i>Teaching in Colorado: An Inventory of Policies and Practices</i> , February 2000
Description	As research increasingly demonstrates the important influence of teacher quality on student performance, state policymakers need good information as they reexamine teacher policies. The National Conference of State Legislatures (NCSL) conducted a policy inventory of teaching policies and practices in Colorado under the auspices of the Alliance for Quality Teaching, a group of 45 state policymakers and other stakeholders representing a broad range of interests in education. This report, over 100-pages long, contains the results of NCSL's surveys and data collection efforts. It addresses: policy context, governance, and institutional capacity; teacher preparation; licensure requirements; recruitment, hiring, and compensation; and teacher professional and career development. Appendices provide the Policy Inventory/Framework for the study; survey instruments; and school district data.
For More Information	This report is by Eric Hirsch and Shelby Samuelsen and costs \$30. For more information, contact NCSL at 303-830-2200.
Keywords	General, Supply and Demand, Compensation, Recruitment, Licensure

State	Idaho
Source/Title	Idaho's MOST
Description	In January 1998, the Idaho State Board of Education approved state partnership with the National Commission on Teaching and America's Future (NCTAF) and adopted the Commission's five general goals. Foundation funding was obtained, and the Idaho program officially began in September 1999, known as Idaho's MOST - <u>M</u> aximizing <u>O</u> pportunities for <u>S</u> tudents and <u>T</u> eachers. This program has four components: new standards for initial teacher certification (fall 2000), Teacher Policy Inventory (late 2000), Teacher Forecast Study (early summer 2001), and professional development plan (2001-02).
For More Information	Visit Idaho's MOST web site at http://www.sde.state.id.us/MOST .
Keywords	General

Compendium of Resources on Teacher Mobility

State	Indiana
Source/Title	<i>The Conditions of Teaching and Learning in Indiana: A Policy Inventory</i> , June 1999
Description	The 1996 report of the National Commission on Teaching and America's Future (NCTAF) identifies five key areas around the recruitment, preparation, and retention of quality teachers. This report, the result of ongoing collaboration between NCTAF, the Indiana Professional Standards Board (IPSB), and the North Central Regional Educational Laboratory (NCREL), is organized around NCTAF's five recommendations. It looks at what is known, what has been accomplished, and where the state is going in each of the five areas. The report was prepared by NCREL, in collaboration with IPSB for the Indiana Advisory Council on Teaching and America's Future. (For information on the NCTAF report, see the NCTAF entry in this section.)
For More Information	This report is available online in PDF format at http://www.state.in.us/psb/Conditions%20Book.pdf . For additional information, visit the Indiana Professional Standards Board web site at http://www.state.in.us/psb or contact 317-232-9010.
Keywords	General, Recruitment, Licensure

State	Kansas
Source/Title	<i>Results of Teacher Survey</i> , May 2000
Description	This report presents the findings of a survey conducted by the Kansas State Department of Education to determine why individuals certified to hold teacher, administrator, and support positions in Kansas are not currently employed in a certified position. The survey explores reasons they are not currently employed (such as inability to find work, personal/family reasons, and factors related to career and working conditions), how satisfied they were with various aspects of the job in previous certified positions, plans to enter or return to the field, whether they would consider a position in a rural area, and whether they would be willing to relocate for a position. Data are analyzed by gender, age, and type of certification.
For More Information	The report is available online in HTML format at http://www.ksbe.state.ks.us/cert/surv.htm or contact Sherrill Martinez, Director of Planning and Research, Kansas State Department of Education at smartinez@ksbe.state.ks.us or 785-296-0979.
Keywords	General

Compendium of Resources on Teacher Mobility

State	Louisiana
Source/Title	<i>Blue Ribbon Commission on Teacher Quality: Recommendations and Year One Report</i> , May 2000
Description	The Blue Ribbon Commission on Teacher Quality was formed by the Board of Regents and the Board of Elementary and Secondary Education for the purpose of improving teacher quality in Louisiana. Composed of 31 state, university, district, school, and community leaders, it was charged with recommending policies that would lead to a cohesive Pre-K-16+ system to hold universities and school districts accountable for the recruitment, preparation, support, and retention of quality teachers who produced higher achieving students. This report presents the findings of the Commission's research and identifies four major recommendations and 60 subsequent actions to improve teacher quality. For each recommendation, outcomes and measures are outlined, and a detailed work plan is developed. The four recommendations address creation of coordinated partnerships, recruitment of teacher candidates and certified teachers, preparation of quality teachers, and creation of essential conditions and environments.
For More Information	This report may be accessed online in PDF format from http://198.176.252.119/TE/BRC or contact Jeanne M. Burns, Governor's Office of Education, at burnsj@gov.state.la.us or 225-342-0162.
Keywords	General, Recruitment

State	Massachusetts
Source/Title	<i>Creating Tomorrow: Preparing the Next Generation of Teachers: A Statewide Plan for Action and Results</i> , October 1998
Description	In response to the results of the 1998 Massachusetts Teacher Test, Governor Cellucci asked the Board of Higher Education to develop a plan for strengthening teacher preparation. The resulting plan issues a call to action for three groups – elected officials, the Boards of Education and Higher Education, and the colleges and universities – and outlines six goals and a series of recommended actions under each. Related to teacher mobility issues, Goal 4 addresses recruitment and retention, calling for a financial commitment to "attract academically and well-prepared students from diverse backgrounds to the teaching profession." Goal 5 addresses teacher retention.
For More Information	Links to the Executive Summary, report text, and Action Plan and Timetable in PDF format are provided at http://www.mass.edu/academic/index.html .
Keywords	General, Recruitment

Compendium of Resources on Teacher Mobility

State	Montana
Source/Title	<i>Montana K-12 Schools: Staff Recruitment and Retention Report</i> , January 2000
Description	In October 1999, in cooperation with the Certification Standards and Practices Advisory Council and all Montana school districts, the Office of Public Instruction gathered information about staff recruitment and retention. This report summarizes and discusses responses to the survey questions, particularly highlighting issues for rural school districts. The survey identifies hard-to-fill positions, reasons positions are hard to fill, primary reasons for staff turnover, motives for the turnover, and future demand. It concludes that "broad statewide strategies...[are needed]...to overcome the barriers of lack of benefits, rural/isolation, and the part-time and multiple assignments" characterizing, in particular, many rural districts in the state.
For More Information	This report is available online in PDF format at http://www.metnet.state.mt.us/Montana%20Education/OPI/Measurement&Acctability/StaffRetent.pdf . Additional information on the Office of Public Instruction may be obtained at http://www.metnet.state.mt.us/ or by contacting 406-444-3680.
Keywords	General, Supply and Demand

State	New York
Source/Title	<i>Teaching to Higher Standards: New York's Commitment</i> , July 1998
Description	The state of New York began a sweeping reform of K-12 education in 1996 and identified the need for dramatic reform in teaching – for improvement in the system to attract, train, approve, support, and keep the best teachers. Based on the School Report Cards for 1998, this report identifies four significant gaps in New York education that relate to teaching, and proposes solutions to close these gaps. In particular, several recommendations are made for attracting and retaining the best teachers, such as developing a Teacher Incentive Program, a College/University Incentive Program, a Master Teacher Program, and a Business/Industry Challenge program. Other proposed solutions address teacher standards, certification, professional development, local accountability, and improving the school environment. The report was prepared by the University of the State of New York and the State Education Department.
For More Information	This report is available online in PDF format at http://www.nysed.gov/facmtg/paper20.pdf . Visit the New York State Education Department Office of Teaching web site at http://www.highered.nysed.gov/tcert or contact the Office of Teaching at 518-474-3901.
Keywords	General, Recruitment

Compendium of Resources on Teacher Mobility

State	Rhode Island
Source/Title	<i>Report of the Governor's Teacher Preparation Task Force</i> , July 1999
Description	In March 1999, Governor Lincoln Almond issued an Executive Order creating a 12-member Teacher Preparation Task Force charged with reporting on a set of five broad issues related to teacher preparation. Issued in July 1999 by the Rhode Island Office of Higher Education, this report describes the work of the Task Force, summarizes progress in Rhode Island to date, and offers recommendations in each of the issue areas. Specifically pertaining to teacher mobility, issue area number four addresses recruiting, training, and retaining Rhode Island teachers, especially for the most needy students.
For More Information	This report, in HTML and PDF format, and a Web-Based Bibliography prepared by the Task Force are available online at http://www.uri.edu/ribog/tprep.htm . Additional information may be obtained from the Office of Higher Education at 401-222-6560.
Keywords	General

State	South Carolina
Source/Title	<i>Governor's Commission on Teacher Quality: Preliminary Report</i> , December 1999
Description	At a June 1999 summit, Governor Jim Hodges appointed an 18-member Commission on Teacher Quality, charged with examining existing programs and practices relating to teacher quality and developing recommendations for improvement in teacher training, recruitment, retention, certification, and professional development of quality teachers. This preliminary report to the Governor provides data and offers short-term recommendations to address the shortage of teachers and improve the quality of the teaching profession. Based on surveys by the South Carolina Center for Teacher Recruitment, data are provided on where teachers went in 1998-99 when they left teaching, where new hires for 1999-2000 came from, and why individuals are or are not choosing teaching as a career; comparative salary data are also provided. Specific recommendations address recruitment of quality teachers, scholarships/loans, streamlining the hiring process, enhancing working conditions, and retention of teachers, among other topics. A final report, due in fall 2000, will provide more long-term, systematic recommendations.
For More Information	This report, with appendices, is available online in HTML format at http://www.state.sc.us/sde/educator/tea-qual.htm .
Keywords	General, Compensation, Recruitment, Licensure

Compendium of Resources on Teacher Mobility

State	Tennessee
Source/Title	"Teacher Mobility Among Tennessee School Districts: A Survey of Causes." <i>Tennessee Advisory Commission on Intergovernmental Relations: Staff Research Brief</i> , Number 6, February 2000
Description	This research brief reports the findings of a survey of teacher mobility which examined the factors influencing teachers' migration decisions and the relative influence of these factors. Conducted by the Center of Excellence for Basic Skills and the Tennessee Advisory Commission on Intergovernmental Relations (TACIR), surveys were distributed to 1,434 teachers who had left employment in one district in Tennessee and went to work in another. Valid responses were obtained from 417 individuals. The survey found that salary was the most important factor affecting migration, but that many other factors were also important; it concluded that migration decisions are complex.
For More Information	Information on background and methodology, survey instruments, and detailed survey results are available in an unpublished manuscript. For copies of the manuscript or this policy brief, contact TACIR at 615-741-3012.
Keywords	General

Section II: Teacher Supply and Demand

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Organization	American Association for Employment in Education (AAEE)
Source/Title	<i>Teacher Supply and Demand in the United States</i>
Publication Date	1999 (annual)
Description	This is the 23 rd annual study of teacher supply and demand prepared by the American Association for Employment in Education as part of its mission to provide up-to-date, accurate information about the job market for educators. The report identifies teacher shortage areas by field and region and provides trend analysis. The data on education graduates provided in this report were supplied by college and university career centers.
Data Collected/ Report Topics	• Perceived demand for teachers by teaching field and geographic area • Teacher fields in rank order from areas of greatest shortage to areas of greatest surplus • Average salaries at the bachelor's and master's degree levels
Data/Report Availability	A brief description of this report and ordering information are available at http://www.ub-careers.buffalo.edu/aaee/pro-pubs.shtml or contact AAEE Publications at 847-864-1999. The full report costs \$25; Executive Summary costs \$5.
Contact	American Association for Employment in Education, Inc. 3040 Riverside Drive, Suite 125 Columbus, OH 43221 Phone: 614-485-1111 Fax: 614-485-9609 E-mail: aaee@osu.edu http://www.ub-careers.buffalo.edu/aaee
Keywords	Supply and Demand
Level	National, Regional

Organization	American Association of Colleges for Teacher Education (AACTE)
Source/Title	<i>Teacher Education Pipeline IV: Schools, Colleges, and Departments of Education Enrollments by Race, Ethnicity, and Gender</i>
Publication Date	1999
Description	The limited supply of teachers of color is an on-going issue for administrators and policymakers. This is the fourth in a series of reports by AACTE that examines diversity in teacher education student enrollments, focusing on race/ethnicity and gender. This report provides data on the discipline areas of greatest need and includes state and regional analysis. Major data sources include AACTE's Survey of Teacher Education Enrollments by Race/Ethnicity and Gender, fall 1995, a survey of state Departments of Education, and data collected by the National Center for Education Statistics. Previous AACTE surveys were conducted in 1989, 1991, and 1994.
Data Collected/ Report Topics	Race/ethnicity breakdowns of education enrollments are provided for: • Baccalaureate enrollment by discipline and gender • Post-baccalaureate enrollment • State and region • Program
Data/Report Availability	This report is available from AACTE Publications at http://www.aacte.org/pubs.html or 202-293-2450, ext. 559. The cost for a single copy (prepaid) is \$15 for members and \$20 for nonmembers. The set of three earlier reports is available for \$20.
Contact	American Association of Colleges for Teacher Education 1307 New York Avenue, NW, Suite 300 Washington, DC 20005-4701 Phone: 202-293-2450 Fax: 202-457-8095 http://www.aacte.org
Keywords	Supply and Demand
Level	National, Regional, 50-State

Organization	American Federation of Teachers (AFT)
Source/Title	"AFT Teacher Shortage Survey." Section IV of <i>Survey and Analysis of Teacher Salary Trends 1998</i>
Publication Date	1998
Description	In 1998, in conjunction with its annual survey of teacher salaries, AFT conducted a separate survey of personnel officers in the nation's 200 largest school districts. This survey was designed to determine the extent of the teacher shortage in this country and to determine how school districts were reacting to it. The results of this survey are contained in Section IV of the 1998 <i>Teacher Salary Trends</i> report. This section contains a table on Teacher Supply and Demand by Field as well as nine figures. (For more information on AFT's annual <i>Survey and Analysis of Teacher Salary Trends</i> survey, see the Compensation section of this <i>Compendium</i> .)
Data Collected/ Report Topics	• Supply of applicants for teaching positions • Teacher shortage by field of teaching • Impact on teacher quality • Perceived reasons for teacher shortage • School district responses • Effects of teacher unions on teacher shortage
Data/Report Availability	The AFT Teacher Shortage Survey (Section IV of the <i>Salary</i> report) is available in HTML format at http://www.aft.org/research/survey/teacher.html . The full 1998 teacher salary trends report is available online in HTML and PDF formats at http://www.aft.org/research/survey .
Comments	The American Federation of Teachers is a labor union representing teachers, school support staff, higher education faculty and staff, health care professionals, and state and municipal employees. AFT has taken a position on many education reform issues including setting high academic standards for students and teachers, peer review to ensure high quality teachers, and voluntary advanced teacher certification through the National Board for Professional Teaching Standards. The AFT web site serves as a resource on a variety of teacher issues; within this site, a Teacher Quality Home Page at http://www.aft.org/Edissues/teacherquality addresses issues pertaining to the teaching profession.
Contact	American Federation of Teachers 555 New Jersey Avenue, NW Washington, DC 20001 Phone: 202-879-4400 E-mail: online@aft.org http://www.aft.org
Keywords	Supply and Demand
Level	National

Organization	Bureau of Labor Statistics (BLS), Office of Employment Projections
Source/Title	Employment Projections Web Site
Description	The Office of Employment Projections develops information about the labor market for the nation as a whole for 10 years into the future. Among the occupational fields for which projections are available, specific educator fields are enumerated: elementary teachers, secondary teachers, preschool and kindergarten teachers, special education teachers, and others. Among the industry fields is the category "education, public and private." The BLS prepares projections for the nation as a whole; using input from BLS national projections, each state prepares its own projections of industry and occupational employment. This web site provides a gateway to many resources offered by the Office of Employment Projections.
Data Collected/ Report Topics	• Labor force trends by sex, race/Hispanic origin, and age • Employment trends by industry and occupation • Implications of these data for employment opportunities for specific groups, such as youth, the disadvantaged, and college graduates • Effects on employment of specified changes in economic conditions and/or changes in federal programs and policies
Data/Report Availability	The Employment Projections web site at http://stats.bls.gov/emphome.htm provides information on new releases, data, and publications. From this site, many data tables can be accessed, databases searched, and reports downloaded in PDF format. Projections are updated every other year and released first in the <i>Monthly Labor Review</i> , in the November issue of odd-numbered years; this is found at http://stats.bls.gov/empmlr99.htm . Current projections go to 2008. Information is also published in the <i>Occupational Outlook Handbook</i> found at http://stats.bls.gov/ocohome.htm (see below) and the <i>Occupational Outlook Quarterly</i> found at http://stats.bls.gov/opath/ooq/ooqhome.htm . State occupational projections may be accessed at http://www.dws.state.ut.us/BLS .
Key Publications	<i>Occupational Outlook Handbook: 2000-01 Edition</i> , biennial. This publication provides career information for a wide range of occupations, including teaching, describing what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects. A description is found at http://stats.bls.gov/ocohome.htm and users may search occupations online or download PDF files. The print version may be ordered at http://stats.bls.gov/emppub2.htm or by calling the Government Printing Office at 312-353-1880.
Contact	Bureau of Labor Statistics Office of Employment Projections Phone: lists of Employment Projections telephone contacts are provided at http://www.bls.gov/empcon01.htm Fax: 202-691-5745 E-mail: OOHInfo@bls.gov http://stats.bls.gov/emphome.htm
Keywords	Supply and Demand
Level	National, 50-State

Organization	Council of Chief State School Officers (CCSSO)
Source/Title	<i>State Indicators of Science and Mathematics Education</i>
Publication Date	1999 (biennial)
Description	The Council of Chief State School Officers has led development of a system of state-by-state and national indicators of the condition of K-12 mathematics and science education. In 1999, it released the fifth in a series of biennial reports on state science and math indicators that includes an extensive section on teacher preparation and supply. (Other sections of the report pertain to student achievement in math and science, curriculum, course enrollments, and school conditions.) The indicators are based on data collected from State Departments of Education by CCSSO's State Education Assessment Center and on various National Center for Education Statistics databases, including the Schools and Staffing Survey, the National Assessment of Educational Progress, and the Common Core of Data. Supported by a grant from the National Science Foundation, the report includes indicators by state in tabular form, graphic displays, discussion of trends, and data supporting the indicators.
Data Collected/ Report Topics	Teacher preparation and supply topics include: • Number of teachers in mathematics and science • Teachers certified in assigned field • Teacher with a major in assigned field • Teachers' professional development • Indicators of race/ethnicity and gender in the teaching force • Age distribution of teachers • New teachers in mathematics and science
Data/Report Availability	The report is described at http://publications.ccsso.org/ccsso/publication_detail.cfm?PID=241 and may be downloaded in PDF format. Copies may be ordered from the publications department of CCSSO by calling 202-336-7016. Cost is \$18.
Contact	Council of Chief State School Officers One Massachusetts Avenue NW, Suite 700 Washington, DC 20001-1431 Phone: 202-408-5505 Fax: 202-408-8072 E-mail: info@ccsso.org http://www.ccsso.org
Keywords	General, Supply and Demand
Level	50-State

Organization	National Center for Education Statistics (NCES)
Source/Title	<i>Predicting the Need for Newly Hired Teachers in the United States to 2008-2009</i>
Author	William J. Hussar
Publication Date	August 1999
Description	This report examines the need for newly hired teachers from 1998-99 to 2008-09 using an algebraic model based on teacher demographic data. This methodology is used to estimate how many newly hired teachers will be needed due to teachers leaving the workforce, and also those needed due to predicted student enrollment increases. Several alternative projections are produced for the number of newly hired teachers in both public and private schools at the national level, each based on differing assumptions concerning the continuation rate and the total number of teachers. The model does not analyze the issue of supply related to demand of teachers. Instead, it assumes there will be enough supply to meet the demand, which reflects historical precedent. However, the paper includes some discussion of how supply and demand forces might affect the results.
Data Collected/ Report Topics	The report contains numerous tables and charts and provides descriptive information for the following topics: • Model for data collection • Teacher demographic data • Changing age distribution of teachers • Projections for newly hired teachers in 2008-09
Data/Report Availability	The report is available online as a downloadable PDF file at http://nces.ed.gov/pubs99/1999026.pdf . Printed copies may be ordered free of charge from ED Pubs at 877-433-7827; additional information on ordering NCES publications is found at http://nces.ed.gov/help/orderinfo.shtml .
Comments	The author uses age-specific continuation rates of teachers from several different Schools and Staffing Survey (SASS) of the National Center for Education Statistics to predict how many teachers will continue teaching from one year to the next. (For more information, see the SASS entry under NCES in the General Resources section.)
Contact	William J. Hussar National Center for Education Statistics 1990 K Street, NW, Room 9022 Washington, DC 20006 Phone: 202-502-7359 E-mail: william_hussar@ed.gov http://nces.ed.gov
Keywords	Supply and Demand
Level	National

Organization	National Governors' Association (NGA)
Source/Title	<i>Teacher Supply and Demand: Is There A Shortage?</i>
Author	Bridget Curran, Camille Abrahams, and Julie Manuel
Publication Date	January 2000
Description	As governors and other state policymakers seek to improve public education, they are confronted with competing interests and issues. This issue brief from the NGA Best Practices Center argues that the most significant area they can address is increasing the supply of highly qualified, well-trained teachers who are willing to teach. The authors question the broad use of the term "shortage" and note that there are more than enough licensed teachers to fill vacancies. However, viewing the number of licensed teachers only in the aggregate oversimplifies the issue. The need is for highly qualified teachers in particular subject areas or regions of the country who are well-prepared, well-supported and likely to stay in the field for more than three to five years. The brief presents a comprehensive strategy for recruitment and retention as a means for addressing issues of supply and demand, including mechanisms to facilitate teacher mobility.
Data Collected/ Report Topics	• Student enrollment, teacher attrition, and class size reduction data • Regional differences and subject area variables • Hiring and mobility issues • Recommended strategies ✓ Assess state needs ✓ Promote K-16 collaboration to match supply and demand and to improve preparation ✓ Strengthen teacher preparation ✓ Streamline hiring and facilitate teacher mobility ✓ Create incentives to teach in hard-to-staff districts and subject areas ✓ Provide supportive working environments
Data/Report Availability	The issue brief is available on the NGA web site at http://www.nga.org/Pubs/IssueBriefs/2000/Sum000125Teachers.asp.
Contact	Bridget Curran Education Policy Studies Division National Governors' Association 444 North Capitol Street Washington, DC 20001-1512 Phone: 202-624-5386 E-mail: bcurran@nga.org http://www.nga.org
Keywords	General, Supply and Demand
Level	National

Organization	North Central Regional Educational Laboratory (NCREL)
Source/Title	<i>Teacher Shortages in the Midwest: Current Trends and Future Issues</i>
Author	Debra Hare, Joe Nathan, and John Darland of the Center for School Change and Sabrina Laine of NCREL
Publication Date	2000
Description	This report brings together data from seven Midwestern states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) to address the following questions: Are shortages of high-quality teachers having an impact on Midwestern states? What can be done about shortages of teachers in several key curriculum areas throughout the Midwest? What are the most important steps states can take to attract, train, and retain excellent teachers?
Data Collected/ Report Topics	• Teacher shortages and surpluses ✓ Defining shortages and surpluses ✓ Shortage and surplus areas ✓ Existing state and local strategies • Alternative approaches to training teachers • Why teachers leave and how to keep them ✓ Reasons for leaving ✓ Retirements ✓ Reducing attrition ✓ Salaries • What we need to know • Recommendations
Data/Report Availability	The report is available from NCREL; call 800-356-2735 for additional information.
Comments	This report is the result of a collaborative effort between the Center for School Change, a program of the Humphrey Institute of Public Affairs at the University of Minnesota, and the North Central Regional Education Laboratory (NCREL), one of ten regional educational laboratories. It was supported by funds from the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The Center for School Change is committed to increasing student achievement and strengthening communities through improved school-community-family partnerships. Among other activities, it has conducted research on teacher supply and demand and teacher preparation, and it works directly with schools and communities to create effective models for education. NCREL's mission is to strengthen and support schools and communities so that all students achieve standards of educational excellence. NCREL's activities include policy analysis, professional development, technical assistance, and leveraging the power of partnerships and networks.

Contact

Debra Hare
Center for School Change
234 Humphrey Center
301 19th Avenue South
Minneapolis, MN 55455
Phone: 612-626-1834
E-mail: dhare@hhh.umn.edu
<http://www.hhh.umn.edu/centers/school-change/>

North Central Regional Educational Laboratory
1120 East Diehl Road, Suite 200
Naperville, IL 60563-1486
Phone: 800-356-2735 or 630-649-6500
<http://www.ncrel.org>

Keywords

Supply and Demand

Level

Regional

State	Connecticut
Source/Title	<i>Public School Educator Supply and Demand in Connecticut: A Look Toward the 21st Century</i> , 1999
Description	This report summarizes the results of a comprehensive study of public school educator supply and demand conducted by the Connecticut State Department of Education. The study examines recent past trends in the national and state educator labor market; determines the current status of public school staffing in the state; projects estimates of the relationship between demand and supply over five years for teachers, professional support staff, and administrators; and identifies possible policy interventions to off-set imbalances between educator demand and supply.
For More Information	The report is available at http://www.state.ct.us/sde/der/publications/teacher_publications/index.htm . For additional information visit the Connecticut State Department of Education web site at http://www.state.ct.us/sde or contact 860-566-5677.
Keywords	Supply and Demand

State	Illinois
Source/Title	<i>Supply and Demand for Education Staff: Year One Report</i> , December 1999
Description	Under a statute passed in July 1999, the Illinois State Board of Education (ISBE) is required to report annually on the relative supply and demand for education staff of the public schools. This first report represents a synthesis of a variety of databases housed at ISBE and provides an overview of the areas of educator supply, educator demand, educator under/over supply, projected areas of greatest demand and need, and information regarding retirement of teachers in Illinois. The report notes limitations of this first attempt and outlines future plans; among them is an examination of attrition and retention by subject area, and working with neighboring states to begin a regional data collection effort around the issue of teacher supply and demand.
For More Information	This report is available online in HTML format at http://www.isbe.state.il.us/research/supplydemand/rpt99%5f4.htm or contact the Research Division of ISBE at 217-782-3950.
Keywords	Supply and Demand

State	North Carolina
Source/Title	<i>Teacher and School Administrator Supply and Demand Studies, 1998</i>
Description	This study, commissioned by the Department of Public Instruction, was conducted to comply with the requirements of the North Carolina Excellent Schools Act of 1997. Specifically, the legislation mandated that a comprehensive study of teacher and school administrator supply and demand be conducted, and that it "examine predicted trends over the course of the next decade" and include information regarding the effect of attrition rates on supply and demand. The study details national and state trends related to population growth, births, and teacher and administrator attrition and turnover, as well as federal, state, and local policies impacting education. Because an overall picture for the state is informative but the consequences are not the same for each school system, a model was developed that allows users to enter their estimates of growth and turnover to generate predictions of local impact.
For More Information	The report is available online at http://www.dpi.state.nc.us/school_personnel_support/supply_and_demand . Additional information is available by contacting the North Carolina Department of Public Instruction at 919-715-1000 or visiting the web site at http://www.dpi.state.nc.us .
Keywords	Supply and Demand

State	Oklahoma
Source/Title	<i>Oklahoma Educator Supply and Demand Study, 1998</i>
Description	This study, conducted by the Southern Regional Education Board for the Oklahoma State Regents for Higher Education, examines supply and demand forces in the state of Oklahoma and makes predictions regarding the adequacy of the teacher labor force for the future. The study shows that Oklahoma produces enough teachers but is experiencing hiring shortages for teachers of high demand subjects and in certain parts of the state. The report covers a number of different topics, including shortages by teaching area; demand by school district type; employment by academic major; ethnicity of teachers; and sources of teachers by attrition, reserve pool, reentrants, new entries, and alternative certification.
For More Information	The report is available at http://www.okhighered.org/teachsupply.html . To order printed copies of the report, contact dstuart@osrhe.edu .
Keywords	Supply and Demand

State	Oregon
Source/Title	<i>K-12 Educator Supply and Demand: Facts, Figures and Trends, 1999</i> (annual)
Description	The Teacher Standards and Practices Commission (TSPC), Oregon Department of Education, and Oregon University System (OUS) have collaborated for more than 20 years to produce reports on K-12 educator supply and demand. Each year, TSPC collects statistics on the production of new educators in Oregon and their employment in an Oregon public school in the 12 to 18 months following program completion. The focus of the report varies from year to year and has included in-depth studies of specific specialties, ethnic/racial diversity, retirement projections, the reserve pool, and impacts of K-12 school improvement plans on school staffing needs. The 1999 report reviews the production levels and employment rates of educators who were licensed during 1997-98 by TSPC, presents projected shortage areas, and discusses trends and issues.
For More Information	This report is available in HTML format at http://www.ous.edu/aca/trends rpt.htm . Also visit the OUS Teacher Education homepage at http://www.ous.edu/aca/tchred.htm or contact Holly Zanville, Associate Vice Chancellor for Academic Affairs, at holly_zanville@ous.edu or 541-346-5726.
Keywords	Supply and Demand

State	Tennessee
Source/Title	<i>Educator Supply and Demand in Tennessee – Executive Summary, April 2000</i> (annual)
Description	This report focuses on trends in the educator workforce – demographic trends, workforce dynamics, the "higher education connection," and supply/demand indicators and projections. It contains more than 40 tables, several figures, and maps displaying regional supply data. The report is part of the SREB-Tennessee Educator Supply and Demand Project, a cooperative effort of the State Department of Education, the Tennessee Higher Education Commission, and the State Board of Education. The Southern Regional Education Board (SREB) has primary oversight for this project, and technical work for the report was completed by Data and Decision Analysis, Inc.
For More Information	This report is described and a PDF file may be downloaded at http://www.state.tn.us/education/fasupdemsummary_sbe.htm . A companion document, <i>Educator Supply and Demand in Tennessee: Statistical Report by School District</i> , is also available. For information on the SREB project, contact Lynn Cornett, Senior Vice President, at lynn.cornett@sreb.org or 404-875-9211. For technical questions about the report, contact James Wilson, Technical Analyst, Data and Decision Analysis, Inc., Amherst, Massachusetts, at jmwilson@javanet.com or 413-253-4779.
Keywords	Supply and Demand

State	Wisconsin
Source/Title	<i>Supply and Demand of Educational Personnel for Wisconsin Public Schools: An Examination of Data Trends 1999, 1999</i>
Description	This study was conducted by Paul Lauritzen, University of Wisconsin-Whitewater, for the Wisconsin Educator Supply and Demand Project of the Wisconsin Department of Public Instruction. The report presents supply and demand data and information about educational personnel for Wisconsin Public Schools, including sources of newly hired teachers, active pool of educators seeking positions, employment projections for teachers with no experience, attrition, employment trends of part-time teachers, projecting the need for the next five years, emergency license information, and employment outlook by subject field.
For More Information	The report is available as either a downloadable Adobe Acrobat file or as a HTML file at http://www.dpi.state.wi.us/dpi/dlsis/tel/supdem99.html . For additional information, contact the State of Wisconsin Department of Public Instruction at 800-441-4563.
Keywords	Supply and Demand

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Organization	American Federation of Teachers (AFT)
Source/Title	<i>Survey and Analysis of Teacher Salary Trends</i> (annual)
Description	The 1999 salary survey marks the 50 th year AFT has conducted an annual survey of teacher salaries. Based on information collected from State Departments of Education, this survey provides state comparisons in teacher salaries, trends in teacher salaries compared to other workers and professions, salaries of beginning teachers, and salaries for school districts serving the nation's 100 largest cities. Thirty detailed tables and over twenty figures are included in the 1999 report. (Note: Section IV of the 1998 teacher salary report addresses supply/demand in detail; this is described in a separate entry in the Teacher Supply and Demand section.)
Data Collected/ Report Topics	Survey data include current averages, trend data, and regional/metro area data on teacher salary. Topics include: • State rankings • Teacher salaries compared to other salaries, including private sector earnings, all workers, government workers, and selected white collar occupations • Teacher salaries adjusted by the AFT Interstate Cost-of-Living Index • Teacher salaries as a percent of total education spending • Teacher salaries related to teacher experience • Beginning BA and MA-maximum teacher salaries • Trends in health care costs for employees and employers
Data/Report Availability	This report is available online in HTML and PDF formats at http://www.aft.org/research/survey99/index.html . Other resources related to teacher salaries, working conditions, benefits, performance pay, and related issues are found on AFT's Teacher Salary Home Page at http://www.aft.org/research/salary/home.htm .
Comments	The American Federation of Teachers is a labor union representing teachers, school support staff, higher education faculty and staff, health care professionals, and state and municipal employees. AFT has taken a position on many education reform issues including setting high academic standards for students and teachers, peer review to ensure high quality teachers, and voluntary advanced teacher certification through the National Board for Professional Teaching Standards. The AFT web site serves as a resource on a variety of teacher issues; within this site, a Teacher Quality Home Page at http://www.aft.org/Edissues/teacherquality addresses issues pertaining to the teaching profession.
Contact	American Federation of Teachers 555 New Jersey Avenue, NW Washington, DC 20001 Phone: 202-879-4400 E-mail: online@aft.org http://www.aft.org
Keywords	Compensation
Level	National, Regional, 50-State

Organization	Business Roundtable (BRT) and National Alliance of Business (NAB)
Source/Title	<i>Pay-For-Performance: An Issue Brief for Business Leaders</i>
Publication Date	2000
Description	This issue brief, developed by the Business Roundtable and National Alliance of Business, provides an overview for business leaders, describing how pay-for-performance salary structures can reward teachers for improving student achievement. The brief also suggests ways that business leaders can support new teacher compensation systems that include pay-for-performance through working collaboratively with educators and policymakers. This issue brief represents the initial response by business to the commitment made at the Third National Education Summit in 1999. At that time, business leaders were charged with helping interested school systems develop ways of compensating teachers that reward increased student achievement.
Data Collected/ Report Topics	• What "pay-for-performance" is and how it compares to "single salary schedules" for teachers • Examples of states and districts that have experimented with pay-for-performance • Factors leading to success • What business leaders can do to help
Data/Report Availability	The report is available online at both organizational web sites: http://www.nab.com/content/educationimprovement/teacherquality/index.htm and http://www.brtable.org/document.cfm/403 ; a PDF file may be downloaded.
Comments	More than 70 business leaders serve on the National Alliance of Business' Business Advisory Committee on Teacher Quality. This committee articulates the role of business in improving the quality of teaching and determines group actions. For more information, visit http://www.nab.com/content/educationimprovement/teacherquality/initiatives.htm . The Business Roundtable's Education Task Force works to improve K-12 education quality. For more information, visit http://www.brtable.org/issue.cfm/3 .
Contact	The Business Roundtable 1615 L Street, NW, Suite 1100 Washington, DC 20036 Phone: 202-872-1260 http://www.brt.org National Alliance of Business 1201 New York Avenue, NW, Suite 700 Washington, DC 20005 Phone: 800-787-2848 E-mail: info@nab.com http://www.nab.com
Keywords	Compensation
Level	National

Organization	Consortium for Policy Research in Education (CPRE), University of Wisconsin-Madison
Source/Title	Teacher Compensation Project
Description	Since June 1994, the CPRE Teacher Compensation Project has brought together union leaders, administrators, and policymakers to consider ways in which alternative compensation approaches – knowledge and skill-based pay, and school-based performance awards – might be used to support the continued professionalization of teaching. This project has three main components: (1) the development of a conceptual base for thinking about changes in teacher compensation; (2) technical assistance/dissemination, or working with states and districts on the implementation of alternative compensation approaches; and (3) research, an intensive study of the design, implementation, and impact of alternative compensation approaches. This project seeks to understand the role of compensation in organizational development and to make compensation an important element in support of educational reform and teaching excellence.
Data Collected/ Report Topics	CPRE research has addressed: • Compensation reform • Teacher motivation • Skill-based pay • Performance pay • Standards and assessment • Incentives, accountability, and school reform
Data/Report Availability	Many resources on teacher compensation are found at CPRE's Teacher Compensation Project web site at http://www.wcer.wisc.edu/cpre/teachercomp/project/aboutcpre.htm. CPRE products are too numerous to list here, but include conceptual papers, case studies, research studies, and analyses of politics and implementation papers. A publications' table of contents is found at http://www.wcer.wisc.edu/cpre/teachercomp/publica/tcpub.htm; this provides access to teacher compensation products sorted by author, source, or topic. While many CPRE papers have been published in professional journals (bibliographic information and abstracts are provided here), the full text of some publications, mostly descriptive case studies, are available in PDF form on this web site.
Key Publications	Allan Odden and Carolyn Kelley. <i>Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools</i>, October 1996. This key publication co-authored by Allan Odden, director of CPRE, discusses two alternatives to the "single salary schedule" teacher pay system: knowledge and skills-based pay (KSBP) and school-based performance awards (SBPA). It defines and discusses these alternatives and suggests how districts could design such pay innovations. The book is available from Corwin Press at 805-499-9774 or order@corwin.sagepub.com, or through http://www.amazon.com or http://www.barnesandnoble.com.
Comments	Housed in the Wisconsin Center for Education Research, the CPRE at University of Wisconsin-Madison is funded by the U.S. Department of Education through a subcontract with the University of Pennsylvania's Consortium for Policy Research in Education, the Pew Charitable Trusts, and the Carnegie Corporation of New York. CPRE is currently conducting 18 studies under three program areas – school reform, policy and governance, and education finance.

Contact Consortium for Policy Research in Education
Wisconsin Center for Education Research
University of Wisconsin-Madison
1025 West Johnson Street, Room 653
Madison, WI 53706
Phone: 608-263-4260
Fax: 608-263-6448
<http://www.wcer.wisc.edu/cpre>

Keywords Compensation

Level National

Organization	Milken Family Foundation
Source/Title	<i>The Pros and Cons of Performance-Based Compensation</i>
Author	Lewis C. Solmon and Michael Podgursky
Publication Date	2000
Description	Performance-based compensation for teachers is one of the five components of the Milken Family Foundation's Teacher Advancement Program (TAP) to improve the quality of the teaching profession. This paper provides historical background and discusses the pros and cons of this strategy. The authors classify arguments against such pay systems into 15 general categories and respond to each argument. Quotes by more than 50 educators who have received Milken Educator Awards from the Foundation are included.
Data Collected/ Report Topics	The arguments about performance-based pay systems address such topics as: • Competition and collaboration among teachers • The union environment • How to define "good teacher" for merit evaluation • How to staff schools with initially low student test scores • Bias and favoritism • Cost of implementation
Data/Report Availability	This paper is available online in PDF format at http://www.mff.org/publications/publications.taf?page=284 .
Comments	The Teacher Advancement Program of the Milken Family Foundation is a comprehensive strategy that addresses recruitment, training, induction, professional development, compensation, performance evaluation, and career advancement. Its conceptual framework includes five key principles: (1) multiple career paths, (2) market-driven compensation, (3) performance-based accountability, (4) ongoing, applied professional growth, and (5) expanding the supply of high quality teachers.
Contact	Milken Family Foundation 1250 Fourth Street Santa Monica, CA 90401-1353 Phone: 310-998-2800 Fax: 310-998-2828 http://www.mff.org
Keywords	Compensation
Level	National

Organization	National Conference of State Legislatures (NCSL)
Source/Title	"Teacher Pay for Performance." <i>NCSL LegisBrief</i> , Volume 8, Number 12
Author	Eric Hirsch
Publication Date	February 2000
Description	For many years, states and school districts have experimented with various kinds of performance-based pay for teachers. This two-page policy brief highlights current efforts by states and districts to identify and reward teacher performance, noting types of approaches being used, and which or how many states and districts are using them. The paper concludes with a list of issues that state legislatures should address.
Data Collected/ Report Topics	• Background and history • Types of performance pay plans and examples • Indicators of student and teacher performance outcomes • Legislative issues
Data/Report Availability	This paper is one of 48 <i>LegisBriefs</i> produced by NCSL each year. Members may access <i>LegisBriefs</i> online, and others may obtain more information on this series at http://www.ncsl.org/legisbriefs/index.htm or by contacting the publications department at 303-830-2054.
Contact	Eric Hirsch National Conference of State Legislatures 1560 Broadway, Suite 700 Denver, CO 80202 Phone: 303-830-2200, x177 Fax: 303-863-8003 E-mail: eric.hirsch@ncsl.org http://www.ncsl.org
Keywords	Compensation
Level	National, 50-State

Organization	National Education Association (NEA)
Source/Title	<i>Rankings and Estimates: Rankings of the States 1999 and Estimates of School Statistics 2000</i>
Publication Date	1999 (annual)
Description	This publication combines two reports which provide data on the extent to which local, state, and national governments commit resources to public education. Produced since the 1960s, Part I, <i>Rankings</i>, provides state-level data on an array of topics, ranking the states on government financing of public education, state demographics, and many public school indicators. Of particular interest is Series C, which focuses on personnel and salaries and includes 22 rank-ordered tables for the 50 states and the District of Columbia. Part II, <i>Estimates</i>, now in its 57th year of publication, provides projections of information about public school enrollment, employment and compensation of personnel, and finances. The combined report, <i>Rankings and Estimates</i>, serves as a basic data resource and tool to assist researchers, policymakers, and the public in examining public education issues.
Data Collected/ Report Topics	Among the tables included in <i>Rankings</i>, Series C, are state rankings on: • Number of teachers and students enrolled per teacher • Average salaries of public school teachers • Average salaries of public school teachers as a percentage of national average • Percentage change in average salaries of public school teachers in current dollars and constant dollars <i>Estimates</i> contains 10-year trend data on: • Total number of classroom teachers • Average classroom teacher salary • Percentage change in average annual salaries for public school classroom teachers
Data/Report Availability	Limited numbers of complimentary copies are available from NEA Research. Additional copies may be purchased from the NEA Professional Library, Distribution Center at 800-229-4200.
Contact	National Education Association 1201 16th Street, NW Washington, DC 20036 Phone: 202-833-4000 http://www.nea.org
Keywords	Compensation
Level	National, 50-State

Organization	Southern Regional Education Board (SREB)
Source/Title	"Teacher Salaries and State Priorities for Education Quality – A Vital Link." <i>Educational Benchmarks 2000 Series</i>
Author	Gale F. Gaines
Publication Date	2000
Description	Decisions about pay, rewards, and professional opportunities largely will determine whether states develop a dedicated, well-qualified teaching force. Competitive salary increases – along with efforts to address teacher shortages, recognize superior performance, and provide incentives for teachers to strengthen their professional skills – can go a long way toward attracting and retaining qualified teachers. This report examines southern states' accomplishments in these areas, efforts underway, and challenges that remain.
Data Collected/ Report Topics	• Goals SREB states have set for raising teacher salaries • Lessons learned about linking salary decisions to performance and accountability • Implications of supply-and-demand factors for teacher compensation • State efforts to attract and retain quality teachers • What states can do to relate improvements in teacher salaries to state priorities for quality
Data/Report Availability	This report is described at http://www.sreb.org/Main/Benchmarks2000/teachersalaries.asp and a PDF file may be downloaded. Copies may be ordered by contacting publications@sreb.org or at 404-875-9211, x236.
Comments	This report is part of the <i>Educational Benchmarks 2000 Series</i> that evaluate SREB states' progress toward the 12 educational goals established in 1988 and are listed at http://www.sreb.org/main/benchmarks2000/benchmarks2000.asp . Reports may be downloaded in PDF format. In addition, individual state reports, formatted as PowerPoint™ presentations, are available at this site.
Contact	Southern Regional Education Board 592 Tenth Street, NW Atlanta, GA 30318 Phone: 404-875-9211 Fax: 404-872-1477 E-mail: info@sreb.org http://www.sreb.org
Keywords	General, Compensation
Level	Regional

State	Georgia
Source/Title	<i>The Pay for Performance Program: Evidence of Program Impact, August 2000</i>
Description	Georgia's Pay for Performance Program (PFP) is a school-based program designed to promote exemplary performance and collaboration. Its origins are found in a 1991 law passed in response to findings of the Governor's Task Force on Teacher Pay for Performance. After considering models based on school performance, teacher performance, or a combination of school and teacher performance, that Task Force recommended implementation of a group incentive component only. This report presents findings of studies conducted in winter and spring of 2000 analyzing the impact of the Pay for Performance Program, now in place for several years. The study analyzed both achievement test scores and survey data, concluding that PFP is functioning as an effective incentive for school improvement.
For More Information	This report is available online in PDF format at http://www.doe.k12.ga.us/budget/pfp_evidence_00.pdf . For more information on PFP, visit the Georgia Department of Education's Pay for Performance web site at http://www.doe.k12.ga.us/budget/pfp.asp or contact Marian E. Dabney at mdabney@doe.k12.ga.us or 404-656-5594.
Keywords	General, Compensation

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Organization	American Association for Employment in Education (AAEE)
Source/Title	Project Connect
Description	Since 1934, the American Association for Employment in Education has worked to serve the staffing needs of education. Among its primary purposes is the dissemination of information on candidates, the educational marketplace, and the job search process. Project Connect, co-sponsored by AAEE and the American Association of School Personnel Administrators (AASPA), is a central component of this effort. Begun in 1995 at the University of Wisconsin-Madison School of Education, Project Connect serves to "connect" teachers, teacher training institutions, and school districts by establishing a systematic flow of information over the Internet. Through Project Connect, school districts enter vacancies directly via the web, and teacher candidates search a national online database. E-mail listservs are also supported, and college career centers serve an intermediary role in information dissemination.
Data Collected/ Report Topics	Project Connect and the AAEE web site provide information and offer resources on: • Computerized job searches • Job search publications, available for purchase • Education links on: ✓ Teaching requirements ✓ School districts ✓ National associations, including subject-based associations
Data/Report Availability	The Project Connect web site is found at http://careers.soemadison.wisc.edu/projectconnect . The AAEE web site is found at http://www.ub-careers.buffalo.edu/aaee .
Contact	American Association for Employment in Education 3040 Riverside Drive, Suite 125 Columbus, OH 43221 Phone: 614-485-1111 Fax: 614-485-9609 E-mail: aaee@osu.edu http://www.ub-careers.buffalo.edu/aaee Project Connect University of Wisconsin-Madison School of Education Madison, WI 53706 Phone: 608-262-1755 E-mail: ProjectConnect@uw-eps.soemadison.wisc.edu http://careers.soemadison.wisc.edu/projectconnect
Keywords	General, Recruitment
Level	National, 50-State

Organization	Department of Defense
Source/Title	Troops to Teachers (TTT)
Description	The Troops to Teachers program was established in 1994 to help improve American education by providing mature, motivated, experienced personnel for the nation's classrooms. The program's three main objectives are to assist military personnel impacted by military downsizing; to provide positive role models for students; and to help relieve teacher shortages, especially in the subjects of math and science. Managed by the Defense Activity for Non-Traditional Education Support (DANTES), a Department of Defense agency, the primary function of the program is referral and placement assistance. A Troops to Teachers web site was established to allow participants to search for jobs online, and State Support Offices have been established in 24 states to assist participants with certification requirements and employment leads. Over 3,000 service members have been placed in teaching jobs since 1994.
Data Collected/ Report Topics	Troops to Teachers services offered through the TTT web site include: • Basic program information • Certification information • Searchable job database • Mentor Connection, a network of TTT participants who volunteer to answer basic questions about becoming a teacher • TTT Bulletin Board for information exchange between schools and candidates • Information for school districts wanting to post vacancies and gain access to TTT participant database
Data/Report Availability	Visit the Troops to Teachers web site at http://www.voled.doded.mil/dantes/ttt .
Related Publications	National Center for Education Information (NCEI). <i>Profile of Troops to Teachers</i> , 1998. In 1998, the Washington State Troops to Teachers program contracted with NCEI to conduct a national survey of TTT participants. NCEI was chosen because it had previously conducted three national teacher surveys, and many of the same questions could be used for comparative purposes in the TTT study. This report presents the findings of the 45-item survey sent to over 2,000 participants in TTT. Topics include: demographics; where veterans teach and where they are willing to teach; grade level and subjects currently taught; military teaching experience; military experience most valuable as a teacher; reasons for teaching; satisfaction with aspects of teaching; opinions; professional development; and future plans. Where possible, comparisons to NCEI's 1996 sample of public school teachers are provided. This report is available in HTML format at http://www.voled.doded.mil/dantes/ttt/survdta.htm or contact 800-743-2357. For more information on NCEI's <i>Profile of Teachers</i> study, see the General Resources section.
Contact	DANTES Troops to Teachers 6490 Saufley Field Road Pensacola, FL 32509-5243 Phone: 800-231-6242 or 850-452-1320 Fax: 850-452-1096 E-mail: ttt@voled.doded.mil http://www.voled.doded.mil/dantes/ttt
Keywords	General, Recruitment
Level	National

Organization	Education Commission of the States (ECS)
Source/Title	"Legislative Summary: Trends in Teacher Recruitment." <i>Clearinghouse Notes</i>
Publication Date	May 1999
Description	This brief document summarizes teacher recruitment legislation and programs. Presented in tabular form, it provides state-by-state information on program description, purpose, and citation (state code).
Data Collected/ Report Topics	Included in the table are the following types of state policies and programs: • Beginning recruitment at the high school and college levels • Recruitment of mid-career professionals from other fields • Scholarships and loan forgiveness programs • Recruitment to substandard schools with economic hardships • Creation of programs, positions, and agencies to promote recruitment
Data/Report Availability	This report is available online at http://www.ecs.org/clearinghouse/14/00/1400.htm .
Comments	ECS' Teaching Quality web site addresses a number of related teacher quality issues. These include school and district leadership; licensure, evaluation, and accountability; preparation and induction; professional development; recruitment and retention; and hard-to-staff schools.
Contact	Michael Allen ECS Project Manager for Teaching Quality Education Commission of the States 707 17 th Street, Suite 2700 Denver, CO 80202-3427 Phone: 303-299-3669 Fax: 303-296-8332 E-mail: mallen@ecs.org http://www.ecs.org
Keywords	Recruitment
Level	50-State

Organization	National Center for Educational Careers (USTEACH)
Source/Title	USTEACH Web Site
Description	USTEACH is a national web-based system for the recruitment and placement of teachers. Its prototype was demonstrated in March 1999 at a meeting sponsored by the National Commission on Teaching and America's Future (NCTAF). At that time, several states agreed to pilot the system as a national clearinghouse for teaching positions to connect educational candidates with educational employers. States would have the option to customize their web sites with information on credentials, preparation programs, state requirements, and so on. Visitors to USTEACH can currently link to state web sites in California, Delaware, New Jersey, and Washington state.
Data Collected/ Report Topics	The USTEACH web site contains the following information: • For prospective applicants ✓ Information and resources on what it takes to teach ✓ Links to state credential information ✓ Personal Search Service, an automated job hunting tool ✓ Searchable job database ✓ Searchable database on teacher preparation programs ✓ Searchable database on school districts ✓ Ability to post resumes and applications • For recruiters ✓ Recruitment basics ✓ Personal Search Service, an automated candidate hunting tool ✓ Ability to post positions ✓ Ability to search resumes and applications • Links to four state web sites
Data/Report Availability	For more information, visit the USTEACH web site at http://www.usteach.com , e-mail usteach@usteach.com , or phone 888-618-3224. Also visit state web sites at, http://www.calteach.com (California), http://www.teachdelaware.com (Delaware), http://www.njhire.com (New Jersey), and http://www.wateach.com (Washington).
Comments	National Center for Education Careers (USTEACH, Inc.) is a national non-profit organization formed in 1999 as a collaborative of states to support the ongoing maintenance and enhancements of a comprehensive and inclusive network system matching recruiters needs with quality teacher applicants.
Contact	National Center for Education Careers USTEACH P.O. Box 50068 Long Beach, CA 90815 Phone: 888-618-3224 E-mail: usteach@usteach.com http://www.usteach.com
Keywords	Recruitment
Level	National, 50-State

Organization	Recruiting New Teachers, Inc. (RNT)
Source/Title	National Teacher Recruitment Clearinghouse
Description	The National Teacher Recruitment Clearinghouse, a web site hosted by Recruiting New Teachers, Inc., is a resource for prospective teachers seeking jobs and for school districts and states seeking qualified teachers. The Clearinghouse is the gateway to hundreds of job banks across the country. In addition, the web site provides information on how to become a teacher, how to find a job, and how districts and states can improve teacher recruitment and retention. Contact information and links on certification and licensure, alternative paths, and financial aid are provided for each state. Start-up costs for the Clearinghouse were provided through a grant from the U.S. Department of Education.
Data Collected/ Report Topics	The Clearinghouse provides information and web links on: • How to become a teacher ✓ Basics of licensure ✓ Differences between licensure, certification, and accreditation ✓ Various pathways to becoming a teacher ✓ Financial aid • How to find a job ✓ Where teachers are needed most ✓ How to conduct a job search ✓ Job search strategies • How to find and keep teachers ✓ Incentives and marketing strategies used by districts and states ✓ Expanding the pool of qualified applicants ✓ Keeping talented teachers ✓ RNT's "five basic steps" • Job bank portal – gateway to job banks connecting teachers to jobs
Data/Report Availability	Visit the National Teacher Recruitment Clearinghouse at http://www.recruitingteachers.org/ .
Comments	RNT is a national nonprofit organization established in 1986 to help build a qualified and diverse corps of teachers for America's schools.
Contact	Recruiting New Teachers, Inc. 385 Concord Avenue, Suite 103 Belmont, MA 02478 Phone: 617-489-6000 E-mail: rnt@rnt.org http://www.rnt.org
Keywords	General, Recruitment
Level	National, 50-State

Compendium of Resources on Teacher Mobility

Organization	Recruiting New Teachers, Inc. (RNT), The Council of the Great City Schools (CGCS), and The Council of the Great City Colleges of Education (CGCCE)	
Source/Title	<i>The Urban Teacher Challenge: Teacher Demand and Supply in the Great City Schools</i>	
Publication Date	January 2000	
Description	This report presents the findings of two surveys conducted in 1998-99 by the three partner organizations of the Urban Teacher Collaborative – Recruiting New Teachers, Inc., The Council of the Great City Schools, and The Council of the Great City Colleges of Education. These surveys – of the nation's largest urban school districts and of the urban colleges of education – were designed to get a picture of teacher supply and preparation challenges. Updating a 1996 report of the same title, this report documents areas of severe teacher shortages and describes the ways in which large urban districts and colleges of education are addressing the challenges of teacher recruitment and development.	
Data Collected/ Report Topics	Topics addressed in the school district section include: • Demand for teachers • Demand for teachers of color • District recruitment and retention strategies (District-by-district usage of 19 strategies is reported in an appendix.) • Non-traditional pathways into teaching Topics addressed in the college of education section include: • Attracting a broader pool of students • Recruiting minority students • Subject areas of greatest interest to students	
Data/Report Availability	This report is available online in PDF format at http://www.rnt.org/quick/utc.pdf or by contacting RNT at 617-489-6000.	
Comments	In 1994, Recruiting New Teachers, Inc., The Council of the Great City Schools, and The Council of the Great City Colleges of Education formed an alliance, the Urban Teacher Collaborative (UTC), to improve the quality, diversity, and cultural sensitivity of the nation's urban teacher workforce. UTC created a framework for joint action across a range of teacher development issues aimed at recruiting and preparing effective teachers for urban school districts. This report is one product of this collaboration. Other activities of UTC have included the Urban Teacher Academy Project (http://www.rnt.org/utap or http://www.cgcs.org/UTAP/index.htm), the Urban Education Service Corps, and the Urban Teacher Outreach Campaign. In addition to collaborative efforts, each of the partners of UTC has worked in the areas of recruitment, preparation, and retention of teachers.	
Contact	Recruiting New Teachers, Inc. 385 Concord Avenue, Suite 103 Belmont, Massachusetts 02478 Phone: 617-489-6000 E-mail: mt@rnt.org http://www.rnt.org	Council of the Great City Schools 1301 Pennsylvania Avenue, NW, Suite 702 Washington, DC 20004 Phone: 202-393-2427 Fax: 202-393-2400 http://www.cgcs.org
Keywords	General, Supply and Demand, Recruitment	
Level	National	

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Organization	University of Kentucky, College of Education
Source/Title	50 States' K-12 Employment Opportunities Web Page
Description	In an effort to facilitate movement from one state to another, the University of Kentucky College of Education has developed a web page that provides links to K-12 job opportunity web sites in the states. Currently, there are links to nearly 40 state web sites that range from comprehensive sites with searchable databases and extensive resources to more modest sites with lists of job postings. In some cases where the state does not centralize job announcements, this web page refers to the list of school districts within the state. Selected additional links for job seekers are provided.
Data Collected/ Report Topics	This web page contains links to: • State K-12 job opportunity web sites • State certification/licensure information • Specialized links such as resources for English as a Second Language teachers and Troops to Teachers program
Data/Report Availability	This web page is found at http://www.uky.edu/Education/TEP/usajobs.html .
Contact	Bill Stilwell University of Kentucky, College of Education 111 Dickey Hall Lexington KY 40506-0017 Phone: 859-257-8921 E-mail: westil3@pop.uky.edu http://www.uky.edu/Education
Keywords	Recruitment
Level	50-State

Compendium of Resources on Teacher Mobility

State	Oklahoma
Source/Title	Oklahoma Minority Teacher Recruitment Center Web Site
Description	The Minority Teacher Recruitment Center is a program of the Oklahoma State Regents for Higher Education created for the purpose of "recruiting, retaining, and placing minority teachers in the public schools" of Oklahoma. This web site describes and provides resources on the programs and initiatives of this center, including the Teacher Cadet High School Program, ProTeam Middle and Junior High School Program, Future Educators of America, Teacher Job Connection, and Collegiate Partnership Programs.
For More Information	Visit www.okhighered.org/omtrc.html , or contact the Minority Teacher Recruitment Center at apena@csrhe.edu or 800-858-1840.
Keywords	Recruitment

State	South Carolina
Source/Title	<i>Annual Report 1999-2000. South Carolina Center for Teacher Recruitment, 2000</i>
Description	Established by the Commission on Higher Education in December 1985 and funded by the General Assembly, the South Carolina Center for Teacher Recruitment (SCCTR) just completed its 14 th year of operation. Aiming "to provide leadership in identifying, attracting, placing, and retaining well-qualified individuals for the teaching profession" and targeting middle and high school students, college students, and adults, SCCTR has developed into a national model for teacher recruitment. This <i>Annual Report</i> identifies SCCTR's top accomplishments for the past year and over the 14 years, addressing supply and demand, minority recruitment, the ProTeam Program for middle school students, the Teacher Cadet Program and the Teaching Fellows Program for high school students, the teacher database for online applications, and other SCCTR activities.
For More Information	This report is available online in PDF format at http://www.sccr.org/annualreport.pdf . For information on the South Carolina Center for Teacher Recruitment, visit http://www.sccr.org or contact 803-323-4032.
Keywords	Recruitment

Compendium of Resources on Teacher Mobility

State	Texas
Source/Title	<i>Texas Teacher Recruitment and Retention Study</i> , February 1999
Description	This report on teacher recruitment and retention in Texas is a collaborative project of the Texas Education Agency, Texas Higher Education Coordinating Board, and State Board for Educator Certification. Prepared by the Texas Center for Education Research (TCER), its purpose is to identify and analyze programs offered by higher education institutions, school districts, regional education service centers, and others that address the teacher shortage in Texas. Based on this information, recommendations are developed for teacher recruitment, teacher retention, and improving information about professional opportunities in teaching.
For More Information	This Executive Summary is available online at http://www.tasb.org/tcer/reports/recruitment.html . For additional information, contact the Texas Center for Educational Research at 800-580-8237 or 512-467-3632 or visit the TCER web site at http://www.tasb.org/tcer . TCER is an independent, nonprofit, educational research organization established to study major issues affecting all levels of Texas public education.
Keywords	Recruitment

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Organization	American Association for Employment in Education (AAEE)
Source/Title	U. S. State Certification Offices
Description	The information regarding U.S. state teacher certification offices located on this web site is one article taken from <i>The Job Search Handbook for Educators</i> , which may be ordered online at the AAEE web site. In a brief introduction to the list of state certification offices, the author notes that a teaching certification is valid only in the state for which it is issued and certification testing requirements are never static. Thus, additional information should be obtained from the specific state office.
Data Collected/ Report Topics	Data presented for each state includes: • Department, agency or division responsible for teacher certification • Mailing address • Telephone numbers • Web site • Types of testing that the state requires
Data/Report Availability	The list of U. S. state teacher certification offices is available online at http://www.ub-careers.buffalo.edu/aaee/certoffice.shtml .
Comments	The American Association for Employment in Education, Inc. was founded in 1934 as the National Institutional Teacher Placement Association. AAEE is a professional association comprised of colleges, universities, and school districts whose members are school personnel administrators and college and university career services officers. AAEE works to serve the staffing needs of education. Among its primary purposes is the dissemination of information on candidates, the educational marketplace and job search process.
Contact	American Association for Employment in Education 3040 Riverside Drive, Suite 125 Columbus, OH 43221 Phone: 614-485-1111 Fax: 614-485-9609 E-mail: aaee@osu.edu http://www.ub-careers.buffalo.edu/aaee
Keywords	Licensure
Level	50-State

Compendium of Resources on Teacher Mobility

Organization	The Education Trust
Source/Title	"Not Good Enough: A Content Analysis of Teacher Licensing Examinations." <i>Thinking K-16</i> , Volume 3, Issue 1
Author	Ruth Mitchell, Patte Barth, and Kati Haycock
Publication Date	Spring 1999
Description	<i>Thinking K-16</i> is published by The Education Trust, Inc. with the intent to share lessons learned with policymakers as well as with educators and members of the public concerned with the quality of education provided to the neediest young people. In this issue of <i>Thinking K-16</i> , the authors report on results from their examination of the tests most commonly used for licensing beginning teachers. Because they were interested in how much teachers know about their subjects, they looked only at examinations of subject matter and general knowledge, and limited their study to English/language arts, mathematics, and science. The authors conclude that the subject area tests they examined are too weak to guarantee that teachers have the content they need to teach students to high standards.
Data Collected/ Report Topics	The publication contains a number of charts and covers the following topics: • How teacher licensing tests fall short • Who determines test content • Recommendations for acting on the study's findings • Chart of content knowledge exams, by state • Chart of knowledge exams, passing scores by state
Data/Report Availability	<i>Thinking K-16</i> can be ordered by calling The Education Trust at 202-293-1217. Cost is \$2.50.
Comments	The Education Trust was created to promote high academic achievement for all students at all levels. The organization works alongside policymakers, parents, education professionals, and community and business leaders, in districts across the country, who are trying to transform their schools and colleges into institutions that genuinely serve all students. The Education Trust advocates for rigorous preparation for intending teachers, higher standards for entry into the field of teaching, and ongoing support for current teachers.
Contact	The Education Trust 1725 K Street, NW, Suite 200 Washington, DC 20006 Phone: 202-293-1217 Fax: 202-293-2605 http://www.edtrust.org
Keywords	Licensure
Level	National, 50-State

Compendium of Resources on Teacher Mobility

Organization	Educational Testing Service (ETS)
Source/Title	<i>The Academic Quality of Prospective Teachers: The Impact of Admissions and Licensure Testing</i>
Author	Drew H. Gitomer and Andrew S. Latham of ETS and Robert Ziomek of ACT, Inc.
Publication Date	May 1999
Description	This study examines the academic and demographic profile of the pool of prospective teachers and then explores how teacher testing affects this profile. Specifically, the study links SAT and ACT college admissions data from 1977-1995 with data from more than 300,000 prospective teachers who took a college of education entrance exam or teacher licensure test from The Praxis Series™ between 1994 and 1997. The data reveal that teacher academic ability varies widely by type of licensure sought, with those candidates seeking licenses in academic subject areas having the highest college admissions test scores, and those in non-academic fields like elementary education having the lowest scores. The authors conclude that teacher testing holds great promise, but must be used judiciously and in combination with other reform efforts to ensure an adequate supply of academically talented and racially/ethnically diverse teachers.
Data Collected/ Report Topics	• Teacher academic ability, supply, and diversity • The impact of teacher testing • Reforms within Colleges of Education • SAT/ACT baseline data • Results for those entering teacher education programs • Results for those who seek licensure • Results by licensure area
Data/Report Availability	This report is in the form of a downloadable PDF file in Adobe Acrobat format at http://www.teachingandlearning.org/rschnews/research/researchrpt.html. Copies can be ordered for \$15 from ETS at the information listed below.
Related Publications	Andrew S. Latham, Drew Gitomer, and Robert Ziomek. "What the Tests Tell Us About New Teachers." <i>Educational Leadership</i>, Volume 56, Number 8, May 1999. This six-page article reviews the findings from the study cited above. It is available at http://www.teachingandlearning.org/rschnews/research/edststnew.html.
Contact	The Teaching and Learning Division Research and Data Analysis Group Mail Stop 15-D Educational Testing Service Princeton, NJ 08541-0001 Phone: 609-734-5533 E-mail: tandlresearch@ets.org http://www.teachingandlearning.org
Keywords	Licensure
Level	National

Organization	Interstate New Teacher Assessment and Support Consortium (INTASC)
Source/Title	Interstate New Teacher Assessment and Support Consortium
Description	INTASC is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to the reform of the education, licensing, and ongoing professional development of teachers. Its mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers. INTASC provides a vehicle for states to work jointly on formulating model policies to reform teacher preparation and licensing, and provides a mechanism for states to collaborate on developmental projects such as crafting new instruments to assess the classroom performance of a teacher. The INTASC model core standards for licensing teachers represents those principles which should be present in all teaching regardless of the subject or grade level taught and serve as a framework for the systemic reform of teacher preparation and professional development. The core standards are currently being translated into standards for discipline-specific teaching. Standards for teaching mathematics were released in Spring 1995, and a draft of standards in English language arts will be released soon. INTASC recently began developing standards for teaching science, with other disciplines to follow in the next five years.
Data Collected/ Report Topics	INTASC has developed a number of products and publications including: • Model standards for beginning teachers • Performance assessment development • Test for teaching knowledge • Academies
Data/Report Availability	Background information about INTASC, as well as access to the INTASC model core standards, are available at http://www.ccsso.org/intasc.html. Issues of <i>INTASC in Focus</i>, a newsletter of the Interstate New Teacher Assessment and Support Consortium, are available at http://www.ccsso.org/intaspub.html. <i>Model Standards in Mathematics for Beginning Teacher Licensing and Development: A Resource for State Dialogue</i>, 1995 (\$5.95); <i>Next Steps: Moving Towards Performance-Based Licensing in Teaching</i>, 1995 (\$5.95); and <i>Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue</i>, 1992 (free) are available by contacting 202-408-5505 or at no charge as downloadable Adobe Acrobat files at http://www.ccsso.org/intaspub.html.
Comments	Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing and professional development. Its work is guided by one premise: An effective teacher must be able to integrate content knowledge with pedagogical understanding to assure that all students learn and perform at high levels.
Contact	Interstate New Teacher Assessment and Support Consortium Council of Chief State School Officers One Massachusetts Avenue, NW, Suite 700 Washington, DC 20001-1431 Phone: 202-336-7048 Fax: 202-408-1938 http://www.ccsso.org/intasc.html
Keywords	Licensure
Level	National

Organization	National Association of State Directors of Teacher Education and Certification (NASDTEC)
Source/Title	National Association of State Directors of Teacher Education and Certification Web Site
Description	NASDTEC is "dedicated to licensing well-prepared, safe and wholesome educators for our nation's schools." Established in 1928, it is the organization that represents professional standards boards and commissions and state departments of education in all 50 states and in other locations around the world. As an organization, NASDTEC promotes teacher mobility across state lines. This web site provides information about or access to a variety of NASDTEC resources and publications related to this topic, including state-by-state certification requirements, teacher education programs, and teacher education and certification contacts. Particularly relevant to the issue of teacher mobility is the work of NASDTEC's Interstate Committee, which facilitates the mobility of teachers across the country by administering the Interstate Certification Contract, by reviewing ways to eliminate barriers in reciprocity, and by standardizing the reporting of information on teacher education program graduates. The web site also contains results of a 2000 survey on how NASDTEC members respond to teachers who earn National Board certification.
Data Collected/ Report Topics	Topics addressed at the NASDTEC Web Site include: • Interstate Certification Contract • Certification requirements and practices in the U.S. and Canada • State teacher education and certification contacts • How the states respond to National Board certified teachers
Data/Report Availability	From the NASDTEC home page, link to "About NASDTEC" at http://nasdtec.org/about.html for access to additional information about the NASDTEC Manual, the NASDTEC Interstate Contract and State-by-State Information.
Key Publications	<i>The NASDTEC Manual</i>, 2000 (biennial). Among other things, this reference contains information on certification requirements for 50 states, Canada, and other locations around the world, including requirements for initial teaching certificates, certification fee requirements, requirements for second stage of teacher certification, and examinations and assessments. It also provides a list of all colleges and universities in the U.S. with approved professional preparation programs. The 2000 edition encompasses changes made up to January 2000. Cost for the Manual is \$79.50 and can be ordered online at http://www.nasdtec.org/manual.html. <i>The NASDTEC Directory</i> (annual). This resource provides state-by-state information on teacher education and certification contacts including telephone numbers and e-mail addresses. The <i>Directory</i> is available online at http://www.nasdtec.org/online_1.html. NASDTEC Interstate Contract. This is an agreement that facilitates the movement of educators among the various states and other jurisdictions that have signed the contract. Although there are conditions applicable for each jurisdiction, the Contract allows an educator certificate or license in one state or jurisdiction to be accepted for certification in another state or jurisdiction. Parties to the Contract and selected parts of the Contract may be viewed online at http://www.nasdtec.org/contract.html.

Contact National Association of State Directors of Teacher Education and Certification
39 Nathan Ellis Highway, PMB # 134
Mashpoe, MA 02649-3267
Phone: 508-539-8844
Fax: 508-539-8868
<http://www.nasdtdec.org>

Keywords Licensure

Level National, 50-State

Organization	National Board for Professional Teaching Standards (NBPTS)
Source/Title	State-by-State Program Information
Description	The mission of the National Board is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national, voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools. A growing number of states will issue a license to a person from another state holding a valid NBPTS certificate, basing the decision entirely or primarily on the certificate. The State-by-State Program Information allows users to click on a region they are interested in for descriptions of statewide action in support of National Board certification and local activities on behalf of teachers seeking National Board certification. Also included are state-by-state listings of National Board certified teachers, current and local Board members, assessment center locations, and other contacts.
Data Collected/ Report Topics	Information related to National Board certification for each state may include: • State or local initiatives that provide incentives to teachers seeking National Board certification • Copies of legislation • State department of education policies • Incentives offered by universities (such as scholarships or course credit) • Collective bargaining agreements • Local school board actions
Data/Report Availability	The information can be accessed online at http://www.nbpts.org/where .
Comments	Founded in 1987, the NBPTS is an independent, nonprofit, nonpartisan organization governed by a 63-member board of directors. Most of the directors are classroom teachers. The National Board reliably identifies teachers who meet high and rigorous standards and communicates what accomplished teaching looks like.
Contact	National Board for Professional Teaching Standards 26555 Evergreen Road, Suite 400 Southfield, MI 48076 Phone: 248-351-4444 Fax: 248-351-4170 http://www.nbpts.org
Keywords	Licensure
Level	50-State

Organization	National Center for Education Information (NCEI)
Source/Title	<i>Alternative Teacher Certification: A State by State Analysis 2000</i>
Author	C. Emily Feistritzer
Publication Date	February 2000 (annual)
Description	This report describes the programs each state offers to persons who already have at least a bachelor's degree and are seeking to become licensed to teach. The 2000 Edition of this annual study reports that interest among the states in providing alternative routes for certifying teachers is escalating. Forty states now have some type of alternative to going back to college and majoring in education in order to become a teacher. Recently, 14 states have passed, introduced, or plan to introduce new legislation to establish alternative programs for the preparation and certification of individuals who already have a bachelor's degree and want to become teachers.
Data Collected/ Report Topics	Each of 115 programs is described: • By its title • When it began • Why it was started • Grade levels and/or subject areas covered • Requirements for entry into the program • Program completion requirements • Length of time and number of credit hours to complete In addition, the 2000 Edition includes the following information for each state: • Contact people for alternative teacher certification • Lists of colleges and universities that have developed alternative teacher preparation programs • Numbers and types of teaching licenses issued in the last decade • Numbers of teachers and numbers of new hires for each of the previous 10 years
Data/Report Availability	The report is updated annually. It may be ordered at http://www.ncei.com/products.htm for \$99, plus \$5 shipping and handling. The 1998-99 Edition is available for \$32. The report can also be ordered by contacting NCEI by mail or phone. Links to a <i>State Status Table</i> and <i>State Certification Contacts</i> list excerpted from the report are found at http://www.ncei.com.
Comments	Founded in 1980, the NCEI is a private, non-partisan research organization in Washington, D.C. specializing in survey research and data analysis. The NCEI has been polling the state directors of teacher education and certification since 1983 regarding alternatives to approved traditional teacher education program routes for getting licenses to teach.
Contact	National Center for Education Information 4401-A Connecticut Avenue, NW, PMB 212 Washington, DC 20008 Phone: 202-362-3444 Fax: 202-362-3493 http://www.ncei.com
Keywords	Licensure
Level	50-State

Organization	National Research Council (NRC)
Source/Title	<i>Tests and Teaching Quality: Interim Report</i>
Author	Committee on Assessment and Teaching Quality, Board on Testing and Assessment
Publication Date	March 2000
Description	In response to the increased interest in tests for teachers, the U.S. Department of Education asked the National Research Council, an arm of the National Academy of Sciences, to study the issue. The NRC convened the Committee on Assessment and Teacher Quality, which began a 20-month investigation of the technical, educational, and legal issues surrounding the use of tests for licensing teachers. The interim report covers the first nine months of the committee's study and focuses on existing tests and their use. Among the findings of the Committee is the conclusion that comparisons of passing rates among states are not useful for policy purposes because of the diversity of testing and licensure practices.
Data Collected/ Report Topics	• Current licensure testing • Development and quality of licensure tests • Measures used for initial licensure • Impacts differ according to race and ethnicity • Summary of assessment offerings for initial teacher certification and licensure, by state, 1998
Data/Report Availability	The report can be read online at http://books.nap.edu/catalog/9788.html . Print copies can be ordered for \$12 (plus \$4.50 shipping) from the National Academy Press at 800-624-6242 or 202-334-3313.
Contact	National Research Council Committee on Assessment and Teaching Quality 2101 Constitution Avenue, NW Washington, DC 20418 Phone: 202-334-3998 http://www.nas.edu
Keywords	General, Licensure
Level	National, 50-State

Organization	University of Kentucky, College of Education
Source/Title	50 States' Certification Requirements
Description	In an effort to facilitate the movement from one state to another, the University of Kentucky, College of Education is attempting to collect the teacher certification requirements for the 50 states. UK recognizes that states are continually revising their teacher certification and licensure rules and requirements. This page is intended to help interested parties gather planning information on states of their choice.
Data Collected/ Report Topics	The UK site links to states' educator licensure pages, which vary in terms of their content; however, most provide links to information on licensure and certification issues such as: • Teacher testing information • Certification requirements • License renewal requirements • Alternative teacher license programs • Reciprocity with other states
Data/Report Availability	Information is available online at http://www.uky.edu/Education/TEP/usacert.html .
Contact	Bill Stilwell University of Kentucky, College of Education 111 Dickey Hall Lexington KY 40506-0017 Phone: 859-257-8921 E-mail: westil3@pop.uky.edu http://www.uky.edu/Education
Keywords	Licensure
Level	50-State

Compendium of Resources on Teacher Mobility

State	Pennsylvania
Source/Title	Governor Tom Ridge's Teachers for the 21 st Century Initiative
Description	Alternative certification, a key element of Governor Ridge's Teachers for the 21 st Century Initiative, offers mid-career professionals who possess extensive subject-area knowledge and professional experience a non-traditional route into Pennsylvania's secondary classrooms. Pennsylvania's Alternative Certification Program provides qualified individuals who may not currently meet the course requirements in educational methodology, but possess the requisite academic preparation or work experience, an opportunity for teacher training and classroom experience. The program is designed as a tool schools can use to fill critical vacancies with highly qualified, seasoned professionals.
For More Information	More information about the Initiative including how the Alternative Certification Program works and requirements needed to qualify is available online at http://www.pde.psu.edu/certification/altcert.html or by calling Pennsylvania's Department of Education, Bureau of Teacher Preparation and Certification at 717-787-3356.
Keywords	Licensure

State	Virginia
Source/Title	<i>A Study to Develop Alternative Teacher Licensure Programs</i> , November 1999
Description	In compliance with the 1999 Appropriation Act and Senate Joint Resolution 384, the Virginia Department of Education, Division of Teacher Education and Licensure, researched the need and options for giving school divisions increased flexibility to hire nontraditional teachers. The department engaged in a series of activities to review the alternate route to teacher licensure and generate feedback on how to best increase flexibility. A focus group and a forum on the alternative route to licensure were held and the results indicated strong support for a high quality alternative route to teacher licensure. This report describes the study background, study methodology and findings presented to the Board of Education.
For More Information	The study is available online at http://www.pen.k12.va.us/VDOE/newvdoe/teached.html ; this site also includes additional information and resources related to the topic.
Keywords	Licensure

State	Wisconsin
Source/Title	<i>Teacher Education Program Approval and Licenses</i> (Chapter PI 34 Rules)
Description	In 1995, the Department of Public Instruction began the process of developing standards for teachers, pupil services staff, and administrators – standards that broadly identify what an educator needs to know and be able to do if students are to become successful learners. Both earning an initial license and license renewal will be based on an educator's successful performance as measured against the 10 Wisconsin Teaching Standards. In addition, educators seeking a 10-year master license will be able to submit a portfolio of their work for professional review. After five years of discussion and review, the administrative rules for teacher preparation and licensing were approved by the legislature on February 17, 2000.
For More Information	Information about Wisconsin's new rules for teacher education program approval and licenses is available online at http://www.dpi.state.wi.us/dpi/dlsis/tel/newrules.html . Both HTML and PDF versions of the new rules as well as an overview in the form of a PowerPoint™ presentation can be accessed from this site.
Keywords	Licensure

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Organization	American Legislative Exchange Council (ALEC)
Source/Title	American Legislative Exchange Council Web Site
Description	ALEC is a national membership association of state legislators. Part of its mission is to discuss, develop, and disseminate public policies that expand free markets, promote economic growth, limit government, and preserve individual liberty. Under the topic of "Employment and Labor," the web site contains several reports relevant to the issue of pension portability, including a case study of pension reform in Montana and issue analyses and task force reports advocating for defined contribution retirement plans. Additionally, the web site describes the work of the Commerce and Economic Development Task Force to address, among other things, critical retirement issues by tackling both public pension and Social Security reform.
Data Collected/ Report Topics	Among the issues addressed in reports included on the ALEC web site are: • Public pension reform • Advantages of defined contribution plans for public workers • How women in public service would benefit from defined contribution plans • Social Security and state and local pension systems
Data/Report Availability	Reports concerning pension reform issues are available online in HTML or PDF format at http://www.alec.org/viewpage.cfm?pgname=5.02 . Print versions can be ordered for a charge through the web site or by contacting ALEC at 202-466-3800.
Key Publications	Edwin T. Burton, III and Matthew P. Lathrop. "Modernizing Public Pension Systems: The Case for Defined Contribution Plans." <i>The State Factor</i>, Volume 25, Number 4, Summer 1999. This paper documents many advantages to public workers and other taxpayers of defined contribution plans, as well as the structural and funding problems of defined benefit plans. Order Code: 9930 (\$10) Sheri Heffelfinger. <i>Issue Analysis: Pension Reform in Montana: A Case Study</i>, July 1999. This paper looks at the process by which the Montana state legislature handled the pension reform debate for and against defined benefit and defined contribution plans. Order Code: 9929 (\$5) Matthew Lathrop. <i>Issue Analysis: Defined Contribution Plans: A Flexible Retirement Option for Women</i>, March 1999. This paper argues that women, who comprise over 60 percent of today's workforce, would benefit from being given a choice between traditional defined benefit plans and modern defined contribution plans. Order Code: 9906 (\$5) Matt Lathrop and Anne Singer. <i>Issue Analysis: Bringing Pensions into the 21st Century: How to Modernize Public Pensions</i>, December 1998. This paper describes the advantages to giving all public employees the opportunity to select the kind of plan that best fits their lifestyles and which allows them more control over their retirement savings. Order Code: 9824 (\$5)
Contact	American Legislative Exchange Council 910 17 th Street NW, Fifth Floor Washington, DC 20006 Phone: 202-466-3800 Fax: 202-466-3801 http://www.alec.org
Keywords	Pension Portability
Level	National

Organization	Milbank Memorial Fund
Source/Title	<i>Pension Portability for State and Local Government</i>
Author	Gary I. Gates
Publication Date	1996
Description	This report describes the problems created for public employees by restrictions on pension portability and assesses policies to solve these problems. It presents the case for enhanced pension portability within the public sector. Through examples, the report explains how the lack of adequate pension portability has impeded the efficient movement of highly skilled individuals from both the private to the public sector and within the public sector. Finally, it explores the voluntary steps that government employers can take to enhance pension portability for their existing and new employees. Actions taken by the federal government and by South Dakota to improve pension portability for public sector employees are presented as case studies.
Data Collected/ Report Topics	• The problem of portability • The impact of lack of portability on individuals • The impact of lack of portability on the public • Why portability is a low priority • Leading options for change • How change can happen
Data/Report Availability	The report may be ordered at no charge through the Milbank Memorial Fund website at http://www.milbank.org or by calling 212-355-8400.
Comments	The Milbank Memorial Fund is an endowed national foundation that has contributed to innovation in health and social policy since 1905. The Fund supports nonpartisan analysis, study, and research on significant issues in health policy. The report resulted from a meeting of public health leaders convened in late 1993 in which participants described the absence of pension portability as a barrier to career mobility.
Contact	Milbank Memorial Fund 645 Madison Avenue, 15 th Floor New York, NY 10022 Phone: 212-355-8400 http://www.milbank.org
Keywords	Pension Portability
Level	National

Organization	National Conference of State Legislatures (NCSL)
Source/Title	<i>Pensions and Retirement Plan Enactments in 2000 State Legislatures: Second Preliminary Report</i>
Author	Ronald Snell
Publication Date	September 2000
Description	This report summarizes major policy issues in state pensions and retirement legislation enacted in 2000. The criterion for selection is usefulness to policymakers in other states who may face similar issues. Corresponding with that basic goal, the report is organized by topics. The report covers legislation signed into law through September 26, 2000. The table at the end of the report shows the states for which this report includes information, the states that had no sessions in 2000, and the states in which legislation may be enacted later than September 26. The principal sources for this report are state legislation, summaries posted on legislative and retirement system web sites, and discussions with legislative and retirement systems staff.
Data Collected/ Report Topics	Among the topics covered in the report are the following policy issues addressed by state legislatures during their 2000 sessions: • Contribution rates • Defined benefit provisions • Defined contribution plans • Funding issues • Governance • Re-employment after retirement • Service credit purchase of service • Studies • Vesting • Legislation by state
Data/Report Availability	This report is available on the NCSL web site. To access the HTML file, go to http://www.ncsl.org/programs/fiscal/pensun00.htm and click on "Public User." A final report scheduled for January 2001 will include any additional enactments in 2000.
Contact	Ronald Snell Fiscal Affairs Program National Conference of State Legislatures 1560 Broadway, Suite 700 Denver, CO 80202 Phone: 303-830-2200 Fax: 303-863-8003 E-mail: ron.snell@ncsl.org http://www.ncsl.org
Keywords	Pension Portability
Level	National, 50-State

Organization	National Conference of State Legislatures (NCSL)
Source/Title	<i>Public Pensions: A Legislator's Guide</i>
Author	NCSL Fiscal Affairs Department
Publication Date	July 1995
Description	NCSL describes the use of this guide primarily as an educational tool. Originally published in 1985, the report was comprehensively revised in 1995 at the direction of a Pensions Working Group drawn from the Fiscal, Inter-governmental Affairs and Oversight Committee of NCSL. It was written for the benefit of legislators who need a succinct guide to the field, current thinking on policy issues, and the pros and cons of tough questions such as defined benefit versus defined contribution pension plans. Its intent is not so much to specify one single approach to a very complicated area of public policy, but to remind legislators of the issues that surround the important topics related to public pensions. As such, the guide has three purposes: to identify the main issues in the field, to note good practices, and to warn against dubious ones. Among other things, the guide recommends that state and local retirement plans should provide for portability of benefits for workers who change jobs within the state and for those who switch to jobs across state lines.
Data Collected/ Report Topics	• Principles of pension policy • Recommendations for policy • The role and responsibilities of pension review commissions and committees • Reciprocity and portability • System coordination • Discussion of defined benefit and defined contribution pension plans
Data/Report Availability	The guide may be ordered online from NCSL for \$10. It is listed as Item #015327. For telephone orders, call 303-830-2054.
Contact	National Conference of State Legislatures 1560 Broadway, Suite 700 Denver, CO 80202 Phone: 303-830-2200 Fax: 303-863-8003 http://www.ncsl.org
Keywords	Pension Portability
Level	National

Organization	National Council on Teacher Retirement (NCTR)
Source/Title	National Council on Teacher Retirement Web Site
Description	NCTR is an independent organization dedicated to safeguarding the integrity of public retirement systems in the U.S. and its territories. This web site serves as a resource on a variety of issues related to the public retirement systems to which teachers belong. The site contains publications, data analyses, and reports, as well as links to other resources including state retirement system offices.
Data Collected/ Report Topics	Some of the topics addressed on the NCTR web site include: • Public pension principles • Status of Federal issues related to pension reform • Defined Contribution/Defined Benefit studies • Portability analyses
Key Publications	Cynthia L. Moore. <i>The Preservation of Defined Benefit Plans</i> (Third Edition), June 1998. This publication is a resource book explaining how defined benefits plans work very well for teachers and other public employees. The publication also provides an update on efforts in 1998 and 1999 to convert defined benefit plans into defined contribution plans. The complete document is available for download as a PDF file at http://www.nctr.org. <i>Public Pension Plans: The State Regulatory Framework</i> (Third Edition). This report presents the results of a 50-state survey of the laws that govern teacher and other public retirement systems. A brief summary is available at http://www.nctr.org. The complete text may be purchased for \$50 and can be ordered online or by contacting the NCTR office at 512-335-0055. Cynthia L. Moore. <i>A Special Report on Portability</i>, September 1999. This report presents the results of a NCTR portability survey. The organization's membership was surveyed about current portability options offered to their plan participants. A link to the survey is located under "Portability Analysis" at http://www.nctr.org.
Comments	NCTR had its beginnings in 1924, became affiliated with the National Education Association in 1937, and became an independent association in 1971. Its membership includes 67 state, territorial, local, and university pension systems and seven associate member retirement systems.
Contact	Cynthia L. Moore Washington Counsel National Council on Teacher Retirement 1911 North Fort Myer Drive, Suite 702 Arlington, VA 22209 Phone: 703-243-1667 Fax: 703-243-1672 Email: cmoore@nctr.org http://www.nctr.org
Keywords	Pension Portability
Level	National, 50-State

Organization	National Education Association (NEA)
Source/Title	<i>Characteristics of 100 Large Public Pension Plans</i>
Publication Date	September 2000
Description	This report presents the results of a detailed review of the salient features of 100 public employee retirement plans. The NEA has undertaken studies dealing with the characteristics of public employee retirement plans for more than 25 years. This study reviews major plans covering general state and local public employees, as well as educational employees. The report is designed to be a comprehensive research tool for retirement analysts, policymakers, administrators, trustees, and plan participants.
Data Collected/ Report Topics	• Active and retired plan membership • Retirement eligibility • Cost of living and state tax considerations • Employee and employer contribution rates • Plan benefit formulas • Investment allocation and performance • Actuarial methods and funding • Composition of public retirement system boards of trustees
Data/Report Availability	This report is updated periodically, approximately every two years. For copies of report, contact NEA Professional Library at 800-229-4200. A limited supply of complimentary copies is available from NEA Research for state and local associations. Call for price information.
Contact	Stan Wisniewski Senior Professional Associate National Education Association 1201 16 th Street, NW Washington, DC 20036 Phone: 202-822-7423 Fax: 202-822-7697 Email: swisniewski@nea.org http://www.nea.org
Keywords	Pension Portability
Level	National, 50-State

Organization	National Education Association (NEA)
Source/Title	<i>Understanding Defined Benefit and Defined Contribution Pension Plans</i>
Author	Actuarial Sciences Associates, Inc., Somerset, New Jersey
Publication Date	1995
Description	The purpose of this paper is to provide an overview of the functions of defined benefit plans and defined contribution plans. The sketches are for descriptive purposes and are not intended as endorsement of particular plans. This study seeks to provide information about how various types of plans might be crafted to achieve certain public purposes. It is highly unlikely that everyone would agree that any one plan is best and suitable for all plan sponsors. The paper discusses the advantages and disadvantages for employees and employers associated with different types of plans. The appendix contains the results of a 50-state survey conducted by NEA in 1994 examining types of plans offered to education employees, changes that had been made to the plans, and changes that were being proposed.
Data Collected/ Report Topics	• Needs and goals for retirement plans • Historical review • Types of defined benefit plans and their characteristics • Types of defined contribution plans and their characteristics • Combination retirement plans • Special issues surrounding defined benefit, defined contribution, and hybrid plan designs • NEA survey of retirement plans
Data/Report Availability	Limited supplies of complimentary copies of this publication are available from NEA Research for state and local associations and UniServ staff. Additional copies may be purchased from the NEA Professional Library. Telephone 800-229-4200 for price information.
Contact	Stan Wisniewski Senior Professional Associate National Education Association 1201 16th Street, NW Washington, DC 20036 Phone: 202-822-7423 Fax: 202-822-7697 Email: swisniewski@nea.org http://www.nea.org
Keywords	Pension Portability
Level	National

Organization	National Governors' Association (NGA)
Source/Title	<i>Pension Portability for Educators: A Plan for the Future</i>
Author	Jean G. McDonald
Publication Date	1988
Description	This paper is part of the NGA's Results in Education series prepared by the Association's Center for Policy Research. It is one of the first comprehensive studies to address pension portability for educators and its role in attracting and retaining quality teachers for a competitive education system. The paper reviews the NGA's involvement in this issue and presents background information, including data on teacher mobility. It also discusses the characteristics of teacher pensions in the 50 states. Additionally, the document describes options that states may consider, individually and collectively, to improve teacher mobility.
Data Collected/ Report Topics	• Characteristics of the general workforce • Federal tools for pensions and pension portability • Characteristics of state retirement systems • Mobility of educators • State tools to accommodate mobile educators • Issues that must be addressed to achieve portability • Factors favoring pension portability • Options to improve pension portability
Data/Report Availability	Report cost is \$6 and may be ordered by calling 301-496-3738. (Report number is 08016.)
Contact	National Governors' Association Hall of the States 444 North Capitol Street Washington, DC 20001-1512 Phone: 202-624-5300 http://www.nga.org
Keywords	Supply and Demand, Pension Portability
Level	National

Organization	Teachers Insurance and Annuity Association – College Retirement Equities Fund (TIAA-CREF)
Source/Title	"Faculty Pension Choices in a Public Institution: Defined Benefit and Defined Contribution Plans." TIAA-CREF Research Dialogues, Issue Number 50
Author	Robert L. Clark, Loretta Harper, and M. Melinda Pitts
Publication Date	March 1997
Description	This article is part of TIAA-CREF Research Dialogues series, publications of External Affairs-Corporate Research. It examines the pension choices that faculty members make, using North Carolina State University as a case study. In this instance, newly-hired faculty could choose between a defined benefit plan and one of three defined contribution plans. The analysis, based on university administrative records and a 1995 faculty survey, provides new insights into how individuals value the types of pensions and how they decide which plan to choose. The importance of the portability of retirement benefits in the choice of a pension plan was shown directly in the survey where over one-third of the respondents indicated that "transferability of pension to other employers" was the characteristic of a pension plan that most influenced their choice of a retirement plan.
Data Collected/ Report Topics	• Description of defined contribution and defined benefit plans • Determining pension preferences • How pension enrollment rates differ among faculty • How faculty decide • Determinants of pension enrollment
Data/Report Availability	Copies of Research Dialogues can be obtained from TIAA-CREF by calling 800-842-2733, ext. 3038.
Comments	With more than \$290 billion in assets under management, TIAA-CREF is a leading financial services organization, a major institutional investor, and the world's largest retirement system.
Contact	Teachers Insurance and Annuity Association – College Retirement Equities Fund 730 Third Avenue New York, NY 10017-3206 http://www.tiaa-cref.org
Keywords	Pension Portability
Level	National

Organization	U.S. General Accounting Office (GAO)
Source/Title	<i>State Pension Plans: Similarities and Differences Between Federal and State Designs</i>
Publication Date	March 1999
Description	This report describes the design components of retirement programs that states offer to their general employees and compares them to the design components of the two principal retirement programs for federal employees. It also describes changes states have considered and made to their retirement programs since they were established and why. (Excluded is discussion of plans covering teachers in cases where teachers are covered by different retirement plans than the ones that cover general employees.) The appendices present information about key eligibility, benefits, and contribution features of the state programs. The report was prepared to complement earlier reports on the approaches private sector employers were using to provide retirement benefits to their employees and the extent to which these approaches were changing.
Data Collected/ Report Topics	• Design components of retirement programs for: ✓ State general employees ✓ Federal employees • Comparison of state and federal retirement programs • Changes to the design of state retirement programs since they were established • Recently considered design changes to state retirement programs • Reasons cited by state retirement officials for: ✓ Why states considered changing to a defined contribution only plan ✓ Why the defined contribution only plan under consideration was not adopted ✓ Why a defined contribution only plan was never considered
Data/Report Availability	This report is available online in the form of both HTML and PDF files. To access, go to http://www.gao.gov ; click on "GAO Reports;" scroll down and click on "Search GAO Archives;" scroll down to the Report Number field and enter GGD-99-45; scroll down and look for this title. The report can also be ordered from the GAO Document Distribution Center by calling 202-512-6000.
Contact	Office of Public Affairs U.S. General Accounting Office 441 G Street, NW Washington, DC 20548 Phone: 202-512-4800 http://www.gao.gov
Keywords	Pension Portability
Level	National

State	Florida
Source/Title	<i>Education Majors' Teaching Expectations and Views on Job Benefits: A Census of Education Majors at Florida State University</i> , February 2000
Description	In order to determine the possible role of retirement benefits in prospective teachers' decisions about a teaching career, the Florida House of Representatives commissioned a study of education majors in Florida. This report contains the results of a census of education majors at Florida State University that was conducted in January and February 2000. Findings reveal that future teachers expect to be mobile: 9 in 10 believe they will be in their first teaching position for less than 10 years. Additionally, education majors clearly preferred a retirement plan with a "guaranteed amount of income at retirement" and a "portable plan."
For More Information	This report by Barry Sapolsky, Florida State University, is available online at http://www.comm.fsu.edu/sapolsky/research/EducMajorsReport.doc .
Keywords	Pension Portability

State	Kansas
Source/Title	<i>Plan Design: A Review of Current Public Pension Issues</i> , January 2000
Description	During the 2000 session of the Kansas Legislature, a number of proposals were considered to change the benefit structure of the Kansas Public Employees Retirement System (KPERS) from a defined benefit (DB) plan to a defined contribution (DC) plan. Over the last several years, the KPERS Board of Trustees and staff have studied the issues affecting public employees arising from the differences between DB and DC plans. This report, prepared by KPERS, contains a detailed analysis of those issues and sets forth several recommendations for legislative consideration.
For More Information	This report can be accessed as a downloadable Adobe Acrobat file at http://www.kpers.org/DBDCdoc.PDF .
Keywords	Pension Portability

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